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# Task Force to Study Multiple Suspensions

## The Use of Student Support Teams and Other Interventions in the Reduction of Multiple Suspensions

*Final Report of the Task Force to Study Multiple Suspensions*

*Submitted to the Maryland General Assembly and Governor*

*December 31, 2008*



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# Teaming for Multiple Suspension: The Implications of Utilizing Pupil Services Team for Students Who Are Multiply-Suspended

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## Setting the Stage for the Discussion...

“Children can’t learn when they’re not in school. We need to invest in disciplinary policies that promote positive learning environments, preserve educational opportunity and strengthen the personal relationships between at-risk students and caring adults in schools.”

–Alexandra Dufresne, Senior Policy Fellow, Connecticut Voices for Children

“Research says that punishing kids doesn’t teach them the right way to act.”

–George Sugai, University of Connecticut professor and father of the Positive Behavioral Interventions and Supports (PBIS) movement

“There is considerable evidence that a history of school suspension does one of two things – either it puts a child on the path toward delinquency or it accelerates his journey there.”

–Report of the Task Force on the Education of Maryland’s African American Males, 2006

“Suspensions, often the first step along the school to prison pipeline, play a crucial role in pushing students from the school system and into the criminal justice system. Research shows a close correlation between suspensions and both low achievement and dropping out of school altogether.”

–Donna Lieberman, New York Civil Liberties Union

“Students who are suspended are three times more likely to drop out by the 10<sup>th</sup> grade than students who have never been suspended. Dropping out triples the likelihood that a person will be incarcerated later in life.”

–Charles J. Ogletree, Jr., Harvard Law School

“As ever more common assaults on teachers obviously confirm, violent and repeatedly disorderly young people need to be removed from mainstream schools sooner, not later, in order to protect the rest of the city’s youths.”

–Andrew Carruthers, Greenbelt, letter to the editor, *The Baltimore Sun*, May 14, 2008

“Districts should strive to be proactive rather than reactive. [They] should be proactive in implementing programs and interventions that will keep students behaving appropriately instead of waiting for violations to occur or aberrant behaviors to appear resulting in punishment.”

–Study of Alternatives to Suspension, State of Florida, Evaluation Systems Design, Inc., Fall, 2005

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# Table of Contents

Note from the Chair .....	ii
Message from the State Superintendent of Schools .....	iv
Task Force Membership .....	v
Committee Membership .....	viii
History and Charge .....	1
Executive Summary .....	3
Recommendations .....	12
Subcommittee One: Feasibility and Fiscal Impact of Student Services Teams .....	24
Subcommittee Two: Parent Involvement .....	34
Subcommittee Three: Code of Conduct.....	

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## Note From the Chair

On behalf of the Task Force on Multiple Suspensions, I am pleased to submit this report. The Task Force had a daunting task to submit a report within just four months, during which it had to complete data collection, examine the research, and meet to discuss the issues, recommendations, and implications of each of the recommendations. Although the Task Force will continue to work on possible recommendations to revise the State Code of Discipline, this report does address mandates in House Bill 139 (Appendix One).

In today's educational systems there are usually three major goals: academic success, safe school environments, and involved parents. This Task Force's charge encompassed all three of these goals. Students need to have access to instruction on a consistent basis, schools need to be able to maintain an environment that is conducive to learning and safe for students and staff, and parents need to be partners in the education of their children. Indeed, behavioral interventions require the involvement of parents in the process, in the decision-making, and in the total education of their children.

The multiple suspensions of students do reduce their classroom instructional time. This leads to blocks of missed curriculum, lack of student engagement, and the continuation of lack of academic success. However, this concern for the excluded students must be balanced against the need for classrooms that are not constantly disrupted and where maximum learning can take place. Suspension must be viewed as one of many tools that principals use to assist in the changing of student behavior. It should never be the only tool or the first, unless the event is a major disruption or a criminal act, i.e., drugs, weapons, arson, etc. There seems to be a body of research that suggests that after three suspensions, the tool does not have the effect that is usually desired: a change of behavior.

The administrators must explore a broader range of alternatives to address behavior that results in multiple suspensions. These alternatives to suspensions range from professional development for staff, to in-school options, to out-of-school placements. The use of placements to programs that meet the needs of these disruptive students must be addressed at the state level. The Task Force report should help advance this concept of a "continuum of alternative programs" that better meet the individual needs of students of all ages.

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I want to thank the Maryland State Department of Education staff that assisted the Task Force, particularly Chuck Buckler, Marcia Lathroum, John McGinnis, Pete Singleton, Brian Bartels, Alicia Mezu, Leslie Ellis, and Michael Linkins. Additionally, the real work was done in the subcommittees, and the three chairpersons were Carolyn Kimberlin, Kathleen Lyon and Barbara Scherr and Rhonda Ulmer. Their support made it possible for me to lead the Task Force and to meet the very short time frame that this Task Force was given to complete the charge of the legislation.

It should be noted that Delegate Melvin Stukes was an active participant in all of our deliberations, and his openness to all ideas, suggestions, and recommendations was truly refreshing and empowering to the entire Task Force. It was an honor and real pleasure working with him and the members of the Task Force on supporting the education of our Maryland youth.

Sincerely,

Dale R. Rauenzahn

Executive Director, Student Support Services, Baltimore County Public Schools

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# Message from the State Superintendent of Schools

Dear Reader:

During the Maryland General Assembly Session 2008, House Bill (HB) 139 was amended to establish a Task Force to study issues related to students subject to multiple suspensions. The Bill was signed into law by Governor Martin O'Malley on April 24, 2008.

The Task Force was convened in August of 2008 and concluded its work in November of 2008. The topic of suspensions is an important, timely, and complex one. The work of this committee will have an impact on the children of Maryland, their families, schools, and the State of Maryland.

This is a complicated topic, however, and the committee was assigned a narrow range of tasks: studying the feasibility of requiring referrals to pupil services teams, examining the intervention method of case management for these students, and exploring strategies for parent involvement. It is never ideal to remove students from their educational setting; however, disruption to the learning process and the creation of an unsafe environment often preclude other options. It is imperative that we continue to generate strategies that will give students who are multiply-suspended the tools to make better decisions.

The Maryland State Department of Education is committed to providing a safe and orderly environment conducive to learning and a high level of achievement for all students. The work of this committee is yet another effort to move forward in that mission. Although the Task Force has completed its work, we must now take these recommendations to our legislators and collaborate with our elected State and National officials to address the needs of our students who are excluded from school for disciplinary reasons. We are committed to establishing an educational system that will ensure that all students can succeed.

Sincerely,

Nancy S. Grasmick

Maryland State Superintendent of Schools

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# Task Force Membership

Dale Rauenzahn, Chair  
Executive Director of Student Services,  
Baltimore County Public Schools

## APPOINTED BY THE GOVERNOR

Jasmine Adams, Student

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Dale Brown, Principal, Lockerman Middle  
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Thomas J. Busch, Police Captain, Baltimore  
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Anne Geddes, Family Advocate, Maryland  
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Margaret Hoffmaster, Supervisor of Health  
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Carolyn Kimberlin, Director of Student Services,  
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Kathleen Lyon, Executive Director of Student  
Services, St. Mary's County Public Schools

Renee McLaughlin, Director of Student Services,  
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Bianca Pilewski, Director of School Counseling,  
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Cynthia Schulmeyer, Supervisor of  
Psychological Services, Howard County Public  
Schools

Millie Steinke, Educational Director, San Mar  
Children's Home

Mark Thompson, Wicomico County Board of  
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Rhonda Ulmer, Parent of Anne Arundel County  
Schools

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## APPOINTED BY SENATE PRESIDENT

Honorable David C. Harrington

## APPOINTED BY HOUSE SPEAKER

Honorable Melvin Stukes

## DESIGNEE OF THE STATE

### SUPERINTENDENT OF SCHOOLS

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Albert Zachik, M.D.

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## STAFF

Marcia R. Lathroum, School Counseling  
Specialist, Maryland State Department of  
Education

Pete Singleton, Safe and Drug Free Schools,  
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# Committee Membership

## FISCAL IMPACT AND FEASIBILITY OF STUDENT SERVICES TEAMS AND CASE MANAGEMENT FOR MULTIPLY-SUSPENDED STUDENTS

Carolyn Kimberlin, **Chair**

Brian Bartels

Jonathan Brice

Molly Dugan

Ann Geddes

Michial A. Gill

Margaret Hoffmaster

Mollie Johnson

Elizabeth Kameen

Adrianne Kaufman

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Marcia Lathroum

Kathleen Lyon

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The Honorable Melvin L. Stukes

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Brian Bartels

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Pete Singleton  
The Honorable Melvin L. Stukes  
Anita Windley-Brunson  
Albert Zachik, M.D.  
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# History and Charge

The General Assembly has introduced Bills for the last several years that focus on suspensions and expulsions in Maryland public schools. These bills have dealt with a variety of approaches to curtail and/or address suspensions. While suspensions continue to be used by school administrators as a tool for removing disruptive youth from and maintaining safe schools, debate and discussion continue about whether suspensions do in fact change behavior. This past year, House Bill 139, as initially drafted, and Senate Bill 582 which remained unamended, would have mandated schools to refer students who accumulate more than 10 absences as a result of suspensions to student services teams (SSTs), to assign a case manager to each of these students, and to work with community agencies to provide services for these students, and to better involve the parents of these students in the process of reducing suspensions. The bill was amended to form a Task Force to study each of these concepts.

HB 139 succinctly outlined membership and questions to which the committee was to respond. The charge to the Task Force was narrow. It was given the task of evaluating the feasibility and fiscal impact of mandating SSTs for students who are multiply-suspended. Currently, the Code of Maryland Regulations (COMAR 13A.05.05.01) says: "Each local school system shall provide a coordinated program of pupil services for all students which shall include but not be limited to: Guidance, Pupil Personnel, School Psychology and Health Services." Although the purpose of the Pupil Services Team is to provide preventive and remedial approaches to meet student needs and to include alternative and supplemental programs for students at risk, COMAR does not prescribe specific reasons for which students are referred to Pupil Services Teams, nor how often or when the students should be referred.

The main Task Force oversaw the work of three subcommittees, which were organized around the following categories: feasibility and fiscal impact of mandating SSTs for students who have been suspended multiple times, parent involvement, and an examination of the State Code of Discipline. Although the third subcommittee was not mandated by HB 139, there is a need to re-evaluate and revise the current State Code of Discipline to ensure greater consistency. Additional members who could bring expertise to the subcommittees were invited to join the Task Force. Each subcommittee was asked to focus its work primarily on the statutory provisions of HB 139 that pertained to its area of study.

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Subcommittees met independently of the plenary Task Force throughout the process and reported to the full Task Force at each of the four full committee meetings.

The following are specific mandates outlined in HB 139 that were addressed by the Task Force:

- “Study the feasibility of mandating that local school systems throughout the State establish SSTs to provide case management to students who incur one or more suspensions in a school year that result in the student’s absence for 10 or more school days.”
- “Examine the fiscal impact of mandating that local school systems throughout the State establish SSTs to provide case management to students who incur one or more suspensions in a school year that result in the student’s absence for 10 or more school days.”
- “Examine and make findings regarding parent/guardian involvement in matters related to student suspensions from school and recommend ways to enhance parent/guardian roles and responsibilities to curb suspensions”; and
- “Make recommendations regarding practices and processes encompassed in a mandate to establish SSTs to provide case management to students who incur one or more suspensions in a school year that result in the student’s absence for 10 or more school days including: (1) timelines for case management; (2) engagement of parents/guardians; (3) case management follow-up and related services.”

Although the work of the Task Force is complete, the Maryland State Department of Education (MSDE) realizes its responsibility to continue to work toward providing programs and interventions for students who present behavioral challenges and safety risks to themselves, their schools and others. MSDE hopes to continue to work collaboratively with State and Federal legislators to promote this end.

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## Executive Summary

The work of this Task Force was a result of growing concerns regarding students who are suspended multiple times from school, and the need to provide supports and interventions beyond suspension to those students. Legislators are interested in learning whether a mandate to require SSTs to work directly with these students will result in a decrease in behavioral infractions, and hence greater successes in school.

For the purposes of this report, an explanation of the term “Pupil Services Team” is given. The Code of Maryland Regulations (COMAR) 13A.05.05.01 mandates that each local school system provide a coordinated program of pupil services for all students. The services shall include but are not limited to: (1) school counseling, (2) pupil personnel, (3) school psychology, and (4) health services. Although COMAR does not allude to or require a pupil services “team,” it calls for a coordinated program which to us means an interdisciplinary team shall focus on the health, personal, interpersonal, academic, and career development of students. Local school systems have already implemented this regulation, using a variety of labels for their programs and teams. Although the terms “Pupil Services Teams” and “Student Services Teams” are interchangeable, this report will use the term “Student Services Teams” (SST) to align with HB 139.

### FRAMING THE PROBLEM

The problem identified by the legislation is the multiple suspensions of students within a single school year. In 2006-07, according to MSDE figures, 74,594 students accounted for 131,629 out-of-school suspensions in Maryland. Of these, 38 percent received multiple suspensions, and 5 percent received five or more. This results in students missing multiple days of instruction and their resultant disengagement from education. Maryland data on in-school and out-of-school suspensions show that 4,794 students had more than five suspensions during the 2006-2007 school year. This does not indicate the days of instruction that were missed, since a suspension may be one to 10 days. A low number would be  $4,794 \text{ (students)} \times 5 \text{ (suspensions)} = 23,970$  instructional days if all were given one-day suspensions. At the other extreme, 239,700 days were lost in the equally unlikely event that all suspensions were for 10 days. This amount of instructional time lost cannot be recovered. Research shows that this disengagement from the education process increases the likelihood of dropping out. One study, cited in the Journal of Counseling and

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Development in 2007, listed suspension for disruptive behavior as the second “most frequently cited predictor” of a high school student’s dropping out, exceeded only by a low grade-point average in the eighth grade. Another recent report, “Putting Kids Out of School,” by the Open Society Institute of Baltimore, cited a study showing that sophomores who have been suspended from school drop out at three times the rate of their classmates. And high rates of suspension are often associated with high rates of depression, drug problems, and home-life stress, according to the American Academy of Pediatrics.

School systems have interventions in place to address student behavior, but sometimes suspensions are used as a safeguard, while at other times suspension is the only option for a student who is continuously disrupting his or her classes or the school. It has been demonstrated that suspension does not alter behavior when used repeatedly. Those students receiving three or more suspensions are unlikely to change their behavior. According to the article “*Should We Suspend Out-of-School Suspension?*,” NEA Today, March 2004, “Students at our school view out-of-school suspension as a vacation. Who wouldn’t? They do not have to get up early, they do not have to listen to teachers lecture or require them to be awake. Unless students are given a negative consequence for their behavior, out-of-school suspension reinforces it.” It should be noted that most suspensions in this group of multiply-suspended students are not prompted by violent offenses, possession of drugs or weapons -- MSDE figures show that in 2006-2007, only 5 percent of suspensions in Maryland were for drugs and weapons -- but by lesser offenses such as disruption, insubordination, and disrespect. This kind of behavior can be ameliorated.

One of the principles throughout the Task Force’s recommendations is the importance of relationships in the addressing of student behavior. A recent guide to reducing school behavior problems, issued by the United States Department of Education, noted that student behavior “is shaped by and exhibited and interpreted in a social context” that involves multiple actors, settings, and goals. “Positive behavior,” the guide said, “is more likely to thrive when relationships at all levels are trusting and supportive and reflect a shared commitment to establish a healthy school and community.”

Options to suspensions must be explored by school-based staff, supported by student support services personnel, and funded by local school systems so that alternatives at the system level can be available for schools to refer disruptive students. The use of a continuum of alternatives to suspension must be developed at all levels so the multiple suspensions can be reduced or eliminated. These alternatives need

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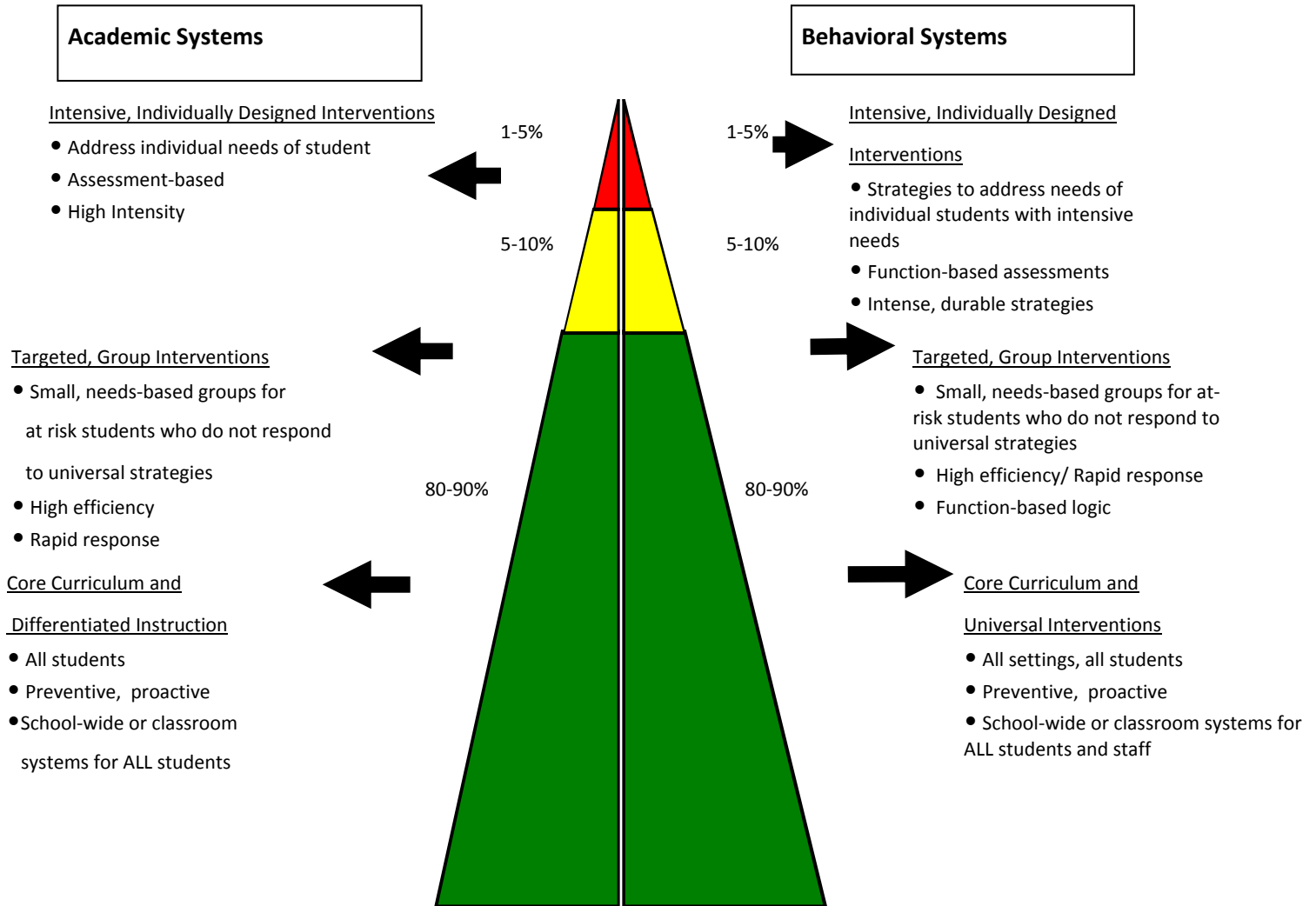
to address the causes of disruptive behavior that are rooted in the self, family, community, school, and society in which all students live today.

### ADDRESSING THE ISSUES

For the purposes of addressing students who are multiply-suspended and have not responded to suspension as a viable “intervention,” members of the Task Force adopted a tiered intervention framework. This framework, pictured below, from “A Tiered Instructional Approach to Support Achievement for All Students,” is also being used by Positive Behavioral Interventions and Supports (PBIS). This model provides a systematic school-wide approach that fosters prevention of behavioral difficulties as well as addresses instructional needs. This process also includes decision-making teams that use a problem-solving method.



# Maryland's Tiered Instructional and Positive Behavioral Interventions and Supports (PBIS) Framework



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The green section of the triangle represents the majority of the students, the population that responds to traditional school-wide programs and policies. The yellow section represents students who may need additional supports on an individual or small group basis. The red section of the triangle represents the small percentage of students who require greater, more specialized interventions from a group of professionals trained to address specific needs and behavior that might be of concern. The Task Force addressed the top section of the triangle, or the red-zoned students, who comprise approximately 1 to 5 percent of the population, and who have been suspended more than five times in a school year (Appendix Two).

A Summit on School Safety Solutions was presented jointly by Rep. Elijah E. Cummings and State Superintendent Nancy S. Grasmick in June of 2008. The Summit revealed a perceived need for administrators to use suspensions as a tool to curtail disruptive and unsafe behaviors. However, consistent with the Task Force charge, the work of the Summit also demonstrated the need to provide supports and interventions for students who are suspended and continue to make poor decisions. Concerns and suggestions were generated and two to three priority solutions from each group were forwarded to the whole group. Heard often among the suggestions was the need to create standardized behavior expectations, discipline codes, and definitions statewide. Consequently, an additional undertaking of this Task Force was to revisit the *Maryland Guidelines for a State Code of Discipline*. The work of this subcommittee will continue after the completion of this report to the Maryland General Assembly.

The Task Force conducted a state-wide survey (Appendix Three) to ascertain the existence of SSTs in schools, the use of case management as an intervention strategy, and current practices of parent involvement for students who are multiply-suspended. The survey confirmed that 23 out of 24 school systems have implemented SSTs in their schools and use these teams to address individual student and school-wide issues. A school counselor and administrator participate in each of these 23 school system teams. School nurses and school psychologists participate in 20 school system teams, and pupil personnel workers regularly participate in 19. Furthermore, the survey showed that 73 percent of the school systems use SSTs to work with students who are multiply-suspended. However, only 26 percent of the school systems provide case management for these students.

The recommendations of this Task Force were developed around the aforementioned issues.

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## FAMILY INVOLVEMENT

The Maryland Parent Advisory Committee summary report entitled *A Shared Responsibility*, 2005, states:

Thirty years of research show that family involvement is a powerful influence on student achievement. When families are involved in education—such as organizing and monitoring children’s time, helping with homework, discussing school matters, and reading to them—children tend to perform better academically than their peers. They earn higher grades and test scores than students with less involved families; attend school and complete homework more regularly; are better behaved; and are more likely to graduate high school and attend college.

The subcommittee on parental involvement recognized the importance of this involvement in two ways. First, parents must be involved in whole school, systemic change. Second, they’re involved during enforcement of the Code of Discipline at all levels of the process, including the suspension conference.

Parental involvement revolves around five themes: communication, leadership, training, partnership, and accountability. The recommendations interweave these themes so that if implemented, there would be substantive increasing family and community involvement throughout the whole school and specifically as it relates to students with multiple suspensions.

## USING STUDENT SUPPORT TEAMS

The concept of SSTs is not new to Maryland and the local education agencies (LEAs). In COMAR, each LEA is required to have *a coordinated program of pupil services*. Most LEAs deliver the program through an interdisciplinary pupil services team, which is used by the local schools to address two types of issues. First, these teams (student support, pupil services, or problem solving teams) are to address individual student cases. Teams are used to analyze the case for root causes; these may be academic, behavioral, community, or even school-based. Second, these teams are to investigate and assist in the overall school improvement process. The team can also take on large school-wide issues such as attendance, suspensions, or graduation rate and dropout issues.

Since these teams are interdisciplinary, the school will use resources inside the school as well as resources from the school system such as pupil personnel workers, social workers, school resource officers,

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psychologists, and other agency partners. The interdisciplinary nature of the team allows for multiple interventions and solutions to some very complex issues. The bringing together of these experts with school-based administrators, counselors, nurses, teachers, and, very importantly, parents and students, makes this a very effective tool for creation of plans to assist students in being successful in school.

By using a case management system, the student support teams are able to monitor the plans they put in place. Case management builds in the accountability of the plan the team creates. All plans should have measureable outcomes, and the case manager is able to collect the information on success or lack of success and report to the team for further assistance if needed.

The survey the Task Force used to collect data (see Appendix Three) on the use of student support teams showed that all but one LEA used SSTs or teams of similar function. More than 50 percent of the LEAs reported that they would have no problems in implementing a teaming requirement for students suspended more than five times. The other LEAs would see a financial impact in meeting this requirement. The largest impact on LEAs was in the case management aspects of the teaming process. LEAs report that they would have serious problems in providing consistent case management for the number of students who have more than five suspensions.

## STAFFING AND PROFESSIONAL DEVELOPMENT

If SSTs are to function as described in the preceding section, professional development is a critical component to ensure the efficacy of the team's efforts. An interdisciplinary team has to look at school-wide discipline and climate issues at the same time it addresses the social, emotional, interpersonal, academic, and health concerns of individual students. This requires specific training in best practices, team building, and developing an understanding of factors that affect school climate. According to the National Association of School Psychologists (*Zero Tolerance and Alternative Strategies*, 2001), systemic changes in a school's approach to discipline and behavioral intervention can have a significant impact on school climate and student learning. Schools should use their trained SSTs (school psychologists, school counselors, and social workers) to research and develop discipline policies and positive behavior training strategies. Violence prevention training, social skills training, and positive behavioral supports are examples of programs and interventions that can affect the school environment. We must create professional development opportunities to train educators to more effectively engage the students – an increasingly diverse group - who are disrupting Maryland public school classrooms.

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## REVISITING STATE CODE OF CONDUCT

The Maryland Guidelines for a State Code of Discipline were published in January of 1997. Since that time and commensurate with §7-306 of the Annotated Code of Maryland, LEAs have established and continued to revise local codes of discipline. Although schools remain essentially safe places for children – federal studies, in fact, show schools are safer today than they were 20 years ago, despite much-publicized incidents - the School Safety Summit highlighted statistics that document the need to continuously focus on school violence. More than one-quarter of students reported being harassed or bullied on school property during the past 12 months (*Bullying, Harassment and Intimidation Report to the Maryland General Assembly, 2006-07*); 1,800 weapons were found on school grounds last year; students experienced more than 6,200 physical attacks at school last year; and teachers sustained 1,500 (*Suspension, Expulsions, and Health Related Exclusions, Maryland Public Schools, 2006-2007*). The need to create standardized behavior expectations and discipline codes and definitions statewide was consistently expressed during the Summit on School Safety Solutions. Therefore, members of the Task Force have been joined by additional stakeholders to revise the current State Code of Discipline. The purpose of the revisions is to more accurately portray our society and our schools today, and to create a more consistent approach to behavioral infractions and the consequences that follow.

## FISCAL IMPACT

Implementing the recommendations in this report will generate varying degrees of fiscal impact among the local school systems. While some systems have fully functioning PSTs in each school, others, largely due to budget constraints, have had to reallocate personnel in a variety of ways. However it is critical to recognize that there are financial imperatives that must be met to implement the teaming processes, the interventions including the case management, and the program needs of students who are multiply suspended. The fiscal impact of each recommendation, if there is one, will be found immediately following the recommendation.

## NEXT STEPS

This Task Force urges consideration of this report in concert with the work of other groups that have examined broad student achievement issues, among them the Maryland Parent Advisory Council (M-PAC); the Task Force on the Education of Maryland's African-American Males; A Tiered Instructional Approach to Support Achievement for All Students, Maryland's Response to Intervention Framework; and the Task Force to Study Raising the Age of Compulsory Attendance. Moreover, the Summit on

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School Safety in June of 2008 and a subsequent Summit on School Safety Solutions for Students, held in October, are presenting recommendations which will complement the work of this Task Force. The research and recommendations of these other groups, coupled with this Task Force's work, highlight the complexities of dealing with student behavior and underscore the importance of providing a plethora of interventions for students who do not respond to traditional disciplinary tactics. We must, as a team, identify and understand the root causes of disruptive behavior in school, encourage and provide alternative interventions to remediate the behavior of these students, provide professional development, and allocate resources, financial and otherwise, to ensure that all Maryland students reach their maximum educational potential.

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# Recommendations

## Recommendation One

The Commission on Higher Education will require all teacher candidates to have, at a minimum, a course (3 credits) that includes classroom management, conflict resolution, positive behavioral supports, de-escalation techniques, root cause analysis of student behaviors, and the development and use of behavior plans in the classroom. (Out of state students would be required to fulfill this requirement while working toward the Advanced Professional Certificate.)

## Rationale

Approximately 7,200 new teachers were hired in Maryland public schools last year. About one-half of those were beginning new hires, and about one-half were experienced new hires. The last Maryland Teacher Staffing Report reported more than 5,000 teachers in Maryland held a conditional teacher certificate. Of that number, more than 1,600 were initial hires. A conditional teaching certificate is issued at the request of the local superintendent if the candidate is missing one or more requirements for certification, and there are no certified candidates. (*Maryland Teacher Staffing Report, 2006-2008*). The University of Maryland System Requirements does not include any courses that specifically prepare new hires for the behavior and social challenges in the classroom today ([www.education.md.edu/EDCI](http://www.education.md.edu/EDCI)). The emphasis is solely on pedagogical skills and content. In recent professional workshops with faculties throughout the State, new teachers admit they are ill-equipped to deal with the anger, conflict, bullying, and aggression displayed by students. As our society has changed, and school safety has been brought to the forefront of awareness, it is imperative that teacher candidates enter the profession with the tools needed to manage difficult students and challenging classrooms.

## FISCAL IMPACT

The fiscal impact should be limited, and would be determined by the Commission on Higher Education.

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## Recommendation Two

A school-based Student Services Team (SST) shall include, whenever possible, the parent and the student, and will meet to develop a comprehensive written plan of supports and interventions and identify a case manager for every student who has been suspended more than five times. (This does not preclude the school team from meeting at any time prior to the sixth incident that results in suspension.)

## Rationale

The tiered model, described earlier, is used for delivery of interventions and services in many settings. Its use is consistent with Response to Intervention (RTI) and Positive Behavioral Interventions and Supports (PBIS). The tiered model used for suspension interventions and supports for students has three levels. At the first two levels, school staff uses resources available within the school to address the causes of suspension.

- Level 1 includes students who are suspended one or two times;
- Level 2 includes students who are suspended between three to five times;
- Level 3 includes students who are suspended more than five times.

At Level 1, for example, *the school counselor or other staff, in collaboration with the classroom teacher*, works with the student and parents to address the behavior that leads to the suspensions. At Level 2, the classroom teacher and other school staff (the school counselor, a pupil personnel worker, the assistant principal) work with the parents and student to develop a written plan to address the behavior that is prompting multiple suspensions. At Level 3 of this tiered delivery model, a school-based SST is assembled to review and further develop the written plan of enhanced supports and interventions. These supports and interventions include those available through the school, the school system, and the community. At this level, a functional behavioral assessment (FBA) and/or a behavior intervention plan (BIP) should be completed. In addition, a referral for intensive services through the “wraparound” process may also be considered. (Wraparound is an approach to individualized care planning encompassing the concepts of wrapping services and supports around children, youth, and families.)



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## FISCAL IMPACT

Seventy-six percent of the school systems responded on a survey that they could and currently do employ SSTs to work with students who are multiply suspended. Twenty-four percent of the systems do need financial support in building capacity to team multiply-suspended students. The fiscal impact of this recommendation will vary from school system to school system. Each system will need sufficient numbers of student services staff, such as pupil personnel workers, school counselors, and school psychologists, to serve on these school-based SSTs and to share in case management responsibilities. Each system will need to examine its student services staffing and the number of students who “on average” are suspended more than five times in a school year to determine additional staffing needs at the school level in order to implement this recommendation.

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## Recommendation Three

There shall be created a Family Support Liaison position as the case manager for every student with more than five suspensions per year, who will provide the monitoring and reporting function to the SST. To increase the amount and effectiveness of family participation in the school and with students who have received multiple suspensions, the Family Support Liaison position should be available to every school in the state of Maryland. This liaison shall assist parents in accessing a continuum of parenting classes, counseling, or other opportunities such as shadowing their child for a day, in order to enhance student success and reduce further suspensions, and, finally, developing parent advocacy within the school system.

## Rationale

To be successful, it is important to involve the family. However, parents are often unavailable or unable to work with the school. Given the existing resources, schools do not have the staff or time to encourage family involvement.

The Family Support Liaison will be a member of the SST and provide case management support for multiply-suspended (more than five times) students as well as offer ideas for interventions while acting as a liaison between the school and the family. This liaison will be available during non-school hours to visit families at their places of employment or their homes and offer students and families a link to community services that may positively affect the students' behavior. Parents want their children to succeed, and they have their children's best interests at heart. Unfortunately, some of the parents may not have had positive school experiences themselves, and as a result, they are reluctant to come to school. The purpose of the Family Support Liaison is to bridge the gap between the home and school. Other parents may avoid working with the school because of a language barrier. The Family Support Liaison will be able to help them enroll in community English classes or schedule interpreters for conferences. Some parents work two or three jobs and are simply unavailable during the day. A Family Support Liaison will meet with the parents in the evening at school or at their home. Finally, a family may be homeless, financially constrained, or have other issues of which the school is unaware. The student may need medical aid or counseling and, to get attention, is acting out and disruptive. A Family Support Liaison will connect the family with local support and community services.

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Research indicates that students whose families are actively involved in their education are most successful in school. (Dynarski, Slavin, and Fashola, 2001; Schargel and Smink, 2001 and Smink and Cash, 2006). Research also indicates that students who attend school on a regular basis are most successful in school (Slavin & Fashola, 1998 *“Show Me the Evidence! Proven and Promising Programs for American Schools”*). For some students, a one-time suspension for violation of school rules or misconduct is effective. Ultimately, the student changes behavior and demonstrates greater respect for school rules, policies, and procedures. For other students, suspension is an ineffective tool for intervention or changing behaviors. Yet, to maintain order and safety in a school or at school activities, suspension is the only viable option. Because suspension does not change the behavior of a small population of students, they continue to violate school rules or threaten the safety and well-being of their peers. As a result, this small group of students receives multiple suspensions, causing them to miss a great deal of school and continue disruptive behavior. When a student is not in school, even if he or she can make up the work, the student is often subject to failure. Since research shows that frequent absence results in failure, it is critical to open avenues to address the disruptive behavior. Dynarski, M. (2001), *Making do with less: Interpreting the evidence from recent federal evaluations of dropout-prevention programs*. Paper presented at the Dropouts: Implications and Findings conference, Harvard University, Cambridge, MA.

If we truly want to make a difference for students who receive multiple suspensions, we must involve the families. Given the existing structures and human resources available in schools, a Family Support Liaison is a necessity. Without family support, the school is limited in changing behavior and reducing suspensions.

## FISCAL IMPACT

The fiscal impact of this recommendation will vary among school systems based on the size of the LEA and the number of schools in each. Across the state, there will be about 240 family liaison positions. If each position costs approximately \$65,000, the total cost for this recommendation will be about \$15.5 million.

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## Recommendation Four

A continuum of alternatives shall be provided in order to promote safe learning environments, reduce classroom disruptions, increase academic achievement, and provide support for staff to address the behavioral needs of students.

### Rationale

A continuum of alternatives for students with multiple suspensions needs to be available in each school system. This continuum will provide supports to increase the time a student is able to remain in a structured learning environment; maintain students in a safe, supervised setting; and support a safe learning environment for all students.

- Continuum of Alternative Interventions:
  - Alternative schools/centers.
  - After-school detention, evening school, Saturday school, school-community service.
  - A supervised location for students whose behavior warrants their removal from the classroom. During the predetermined amount of time, a student will engage in the academic work he or she is missing in the regular classroom.
  - Certificated staff that provides instruction and a range of services (including problem-solving; anger management; small-group instruction; some individualized instruction; computerized, self-paced instruction; counseling services; and study skills).
  - Collaboration with community agencies such as wraparound services.

A school system may provide additional specialized services to the student while he or she is attending school. These may include but are not limited to: expanded school mental health services, tutoring, and mentoring. A school system may link students and families to community agencies such as the health department or other medical services, local community mental health agencies, social services agencies, job readiness services, and civic and faith-based groups. Communication among home, school, and community agencies is crucial for the success of any of these alternatives. Such communication will enable all to be informed of the intervention plan that is an alternative to suspension, the goals and

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timeline of the plan, and how to evaluate its effectiveness. As required by the Annotated Code of Maryland §7-305, schools will continue to provide parents a list of local, community, and family resources. In addition, a process for transition needs to be in place to prepare for the student's return, whether it is a return to the classroom after an in-school suspension, or return to the student's home school after placement in an alternative setting.

Based on the identified local needs, alternative interventions may include a separate facility within the school system to offer services for students with continued disruptive behavior. On-line courses and community or peer mentoring are two other alternatives. For additional alternative program references, refer to the "Task Force to Study Raising the Age of Compulsory Attendance", and the "Task Force on Alternative Programs."

#### FISCAL IMPACT

The fiscal impact will vary from school system to school system because of the variability of alternatives, the level of current staffing, and the availability of community resources. Funds will be needed to recruit, train, and support community and peer mentors; support on-line courses, which includes start-up fees and registration and monitoring costs; contract wraparound services, including staff to recruit and monitor the services; and collaborate with community agencies, including the cost of coordinating staff.

The local systems also will need to conduct cost analyses of alternative schools. They are expensive; Baltimore County estimated start-up costs at \$8 million.

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## Recommendation Five

MSDE will develop and implement a statewide training plan addressing de-escalation strategies for implementation in local school systems. Included in this training will be strategies and techniques for working with students and parents, tools for dealing with conflict, anger, and disruption, as well as pre- and post-suspension interventions.

## Rationale

In the State of Maryland, 74,518 students (9 percent) received out-of-school suspensions, while 26,294 (3.2 percent) received in-school suspensions during the 2006-07 school year. The top three categories for those suspensions were (1) disrespect/insubordination/disruption, (2) attack/threats/fighting, and (3) poor attendance. It's difficult to predict exactly how anyone might respond during a crisis situation. Yet, many teachers, principals, assistant principals, school counselors, nurses, and others face challenging behavior every day. How staff responds greatly impacts the safety of everyone involved and profoundly affects the relationship with those students in our care. It's important for our school staffs to be prepared and equipped with the skills to address these situations appropriately. It becomes especially important for new teachers and support staff so they don't find themselves reacting emotionally in power struggles and with control issues. In order for administrators and teachers to be prepared to handle difficult students and situations, they need training and tools to de-escalate school incidents. This training would include de-escalation training for school-based instructional staff and would provide early intervention and nonphysical strategies for preventing or managing disruptive behavior. The training will extend to teachers, classroom assistants, student services personnel, and administrators.

Administrators at all levels would receive training in the following areas:

- How to create a school environment that is safe and nurturing for students and staff alike;
- How to run effective suspension conferences;
- How to properly handle parent conferences as a follow-up to discipline situations, including the provision of flexible times and locations; and
- How to conduct the follow-up with teachers after a discipline situation has been handled

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It is vital to the success of our schools that school-wide techniques are developed to proactively handle discipline situations with the hopes of reducing suspensions such as:

- Implementing Positive Behavioral Interventions and Supports (PBIS) throughout a school;
- Offering opportunities for a time-out;
- Providing various types of behavioral intervention strategies;
- Providing in-school alternatives to suspensions;
- Implementing conflict resolution programs; and
- Developing comprehensive alternative learning programs in the home school and/or off campus

Professional development for school staff in the area of discipline will play a vital role in forming a foundation for an effective, comprehensive disciplinary system and should result in fewer in- and out-of-school suspensions.

#### FISCAL IMPACT

The fiscal impact will vary from system to system. MSDE would develop a training model for administrators and school-wide programs (estimated at \$50,000 per district, for a total of \$1.2 million, although the size of the LEA and numbers of teachers and administrators who need training must be considered). De-escalation training could be provided in-house by student support staff or in collaboration with local mental health agencies, depending on partnerships that have been developed or could be developed. To train a team of trainers from each district, the cost is estimated at \$8,000 for each five-person training team, which includes the training facility, the professional developer, food, and stipends. The total approximates \$200,000.

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## Recommendation Six

Parents and students will be expected to sign and return an acknowledgment form of the Code of Discipline from the LEA which states that they have read and understand their rights and responsibilities, grading and discipline policies, and the importance of their involvement as a parent of a child attending a public school. LEAs and schools shall document their attempts to secure parent and student signatures. Failure to sign does not preclude a student from being held accountable for his or her behavior associated with an infraction.

## Rationale

Clear, regular, two-way communication is the basis of successful school-home partnerships. If schools seek to increase involvement, they must communicate to families and communities their rights and responsibilities and how they can support schools. Likewise, families and communities contribute to school improvement by providing feedback on—or directly shaping—policies, programs, student achievement, and more.

Communicating clearly and regularly takes time and careful planning. The task becomes even more challenging when one considers the diversity of Maryland families. More than 100 languages are spoken in the state. Students hail from varied racial, ethnic, and economic backgrounds. Family structure and characteristics vary as well—two-parent, single-parent, and no-parent families, military families, single-income or dual-income families, families with step-parents and step-siblings, the list goes on. Educators are faced with the monumental task of communicating effectively with an amazingly diverse group of people.



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## Recommendation Seven

The LEAs shall partner with other community and state agencies and their Local Management Boards to assist in identifying resources for families of students who have been multiply-suspended.

## Rationale

Community and state agencies such as counseling centers, Department of Juvenile Services (DJS), and Department of Social Services (DSS) should be consulted for appropriate programs available to students and families. The LEAs should not feel that they are dealing with these behaviors on their own. Many of these students are already in the DJS system or receiving benefits from DSS. These agencies have resources that can be used in the delivery of counseling, family restoration, and treatment. Community partnerships with mental and physical health service providers will provide services directly in schools if given the opportunity and provided the structure of collaboration.

### FISCAL IMPACT

There is no fiscal impact above that of collaborative activities.

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## Subcommittee Reports

The following subcommittee reports represent the work, findings, recommendations, and opinions of the individual committees. These reports were considered by the entire Task Force, along with the Task Force's charge set forth in House Bill 139, in generating the consensus recommendations discussed previously. The content of the subcommittee reports does not necessarily represent the opinions of the entire Task Force.

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# Subcommittee One: Feasibility and Fiscal Impact

## Subcommittee Charge

House Bill 139 established a statewide Task Force to study issues related to students subject to multiple suspensions. Subcommittee One of this Task Force was charged with the following:

1. To study the feasibility of mandating that LEAs throughout the State establish SSTs (Pupil Services Teams, Learning Support Teams, etc.) to provide case management to students who incur one or more suspensions that result in a student's absence for 10 or more school days.
2. To examine the fiscal impact of mandating that LEAs throughout the State establish SSTs to provide case management to students who incur one or more suspensions in a school year that result in a student's absence for 10 or more school days.
3. To make recommendations regarding the practices and processes encompassed in a mandate to establish SSTs to provide case management to students who incur one or more suspensions in a school year that result in the student's absence for 10 or more school days, including:
  - Timelines for providing case management; and
  - Case management follow-up and related services.

## Subcommittee Process

Subcommittee One included five Directors of Student Services, a high school principal, a middle school principal, a classroom teacher, a representative of a child advocacy group, a representative of special education students, a supervisor of school health services, a supervisor of pupil personnel workers, a State House of Delegates representative, a supervisor of psychological services, a Department of Juvenile Services representative, an attorney from the Attorney General's Office, MSDE Pupil Personnel Specialist, MSDE School Counseling Specialist, MSDE Safe and Drug Free School Specialist, MSDE School Psychology Specialist, and MSDE School Counseling Specialist. The subcommittee met during regularly scheduled Task Force meetings (July 31, August 28, and September 25, 2008) and additionally on September 8, 2008 and October 5, 2008.

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Facilitated by a designated chairperson, the subcommittee engaged in a fact-finding process to determine current practice of SSTs in LEAs across the State. Members created the following survey questions which were electronically submitted to Directors of Student Services.

- Does your system require all schools to have a student support team (problem solving teams, pupil services teams, etc., not IEP teams)?
- If required, what staff are full-time members of the pupil services team?
- If required, is there a system in place by which students with greater than ten days absent as a result of suspensions are referred to a pupil/Student Services Team?
- Do students who have greater than ten days absent as a result of suspensions receive case management?
- Do your schools currently have the staff and/or processes to case manage students who have multiple suspensions?
- Identify the number of students that your system has with greater than 10 days absent as a result of suspensions. If schools were required to team and case manage all of these students, would all schools be able to implement this requirement?

The survey results were compiled and presented to the Task Force at the August meeting.

The recommendations of this subcommittee were the result of a series of open discussions, a review of Maryland suspension data, the results of a conducted survey and formal presentations to the Task Force on SSTs and Positive Behavioral Interventions and Supports (PBIS). In addition, the subcommittee considered the following information:

- COMAR 13A.08.01.11: Authorizes the use of suspension and expulsion in public schools as disciplinary measures.
- COMAR 13A.05.05.01: Each local system shall provide a coordinated program of pupil services for all students which shall include but not be limited to: (1) Guidance (2) Pupil Personnel (3) School Psychology (4) Health Services.
- Maryland's statewide implementation of Positive Behavioral Interventions and Supports (PBIS), a prevention and intervention approach to creating behavioral and disciplinary systems. (About 41 percent of Maryland schools are using PBIS, according to a report by Advocates for Children and

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- Youth. See also: “Education—Student Discipline—Review of Local Policies and Procedures—A Report to the Maryland General Assembly to Include a Review of Policies and Procedures Relating to Student Discipline, Student Suspension Rates by LEAs, and the Efficacy of the Positive Behavioral Interventions and Support Programs, December 2007.”)
  - Maryland’s implementation of research-based and tiered interventions targeting students in need of intensive instructional and behavioral supports. See reference: “A Tiered Instructional Approach to Support Achievement for All Students—Maryland’s Response to Intervention Framework, June 2008.”
  - The use of suspension and expulsion and the impact of students who exhibit chronic, escalating patterns of misbehavior as outlined in the “Report from the Task Force on School Safety—Findings and Recommendations, December 1, 2007.”

Based on the survey results conducted by this Task Force, it is important to note that school systems across the state have varying resources to address the needs required for addressing student behavior. Staffing and intervention resources available to SSTs for prevention of student suspensions vary across the state and need to be considered when establishing mandates that seek to reduce in-school and out-of-school suspensions. As a result, this subcommittee agreed to make broad and open recommendations to allow for the differences in resources among the LEAs.

## Subcommittee Recommendations

### RECOMMENDATION ONE

A school-based Student Services Team will meet to develop a plan of supports and interventions and identify a case manager for every student who has been suspended more than five times. (This does not preclude the school team from meeting at any time prior to the fifth incident that results in suspension.)

### RATIONALE

A tiered model is used for delivery of interventions and services in many settings. Its use is consistent with Response to Intervention (RTI) and Positive Behavioral Interventions and Supports (PBIS). The tiered model used for suspension interventions and supports for students has three levels. At the first two levels, school staff uses resources available within the school to address the causes of suspension.

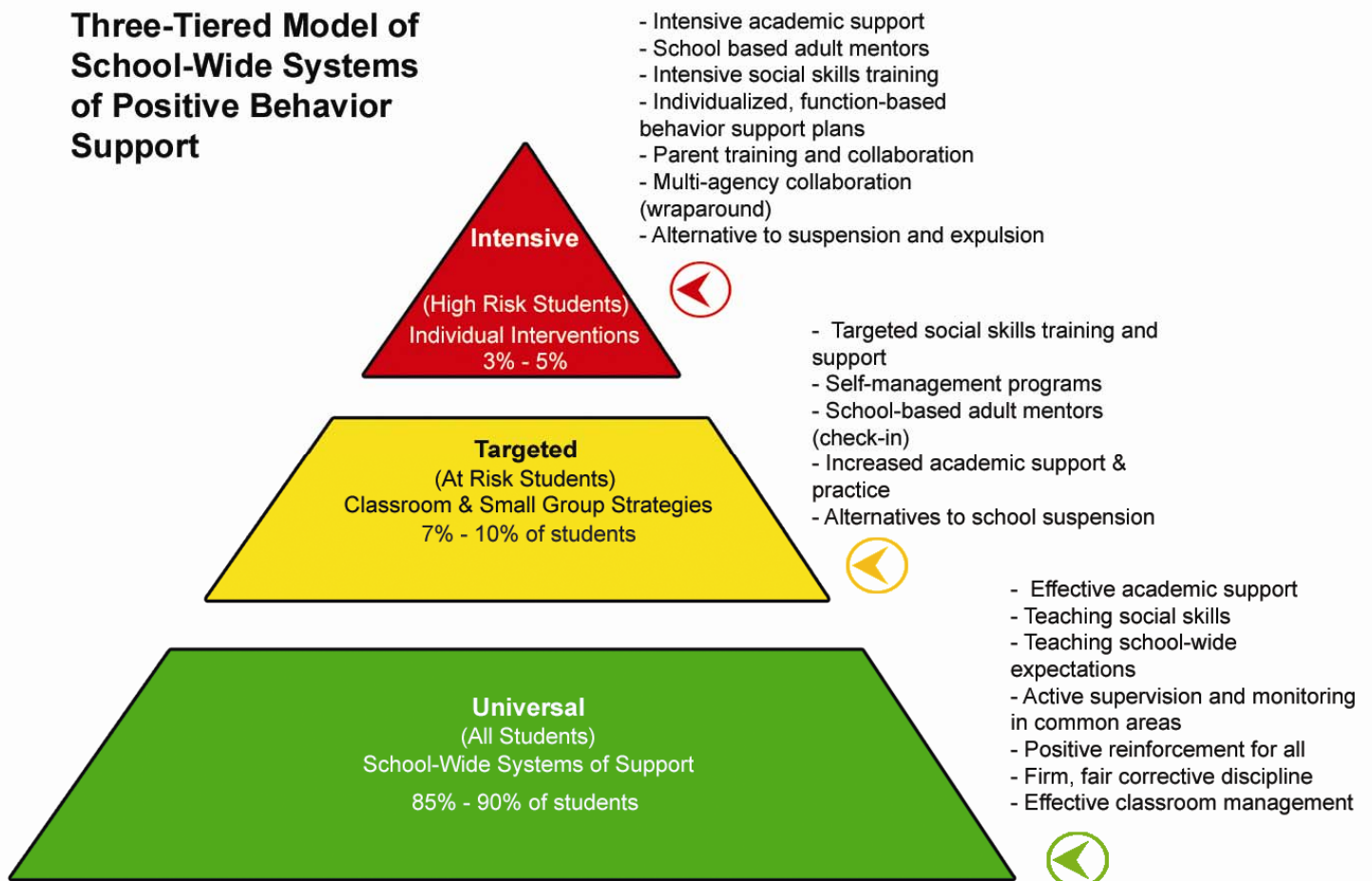
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- Level 1 includes students who are suspended one or two times;
  - Level 2 includes students who are suspended between three to five times;
  - Level 3 includes students who are suspended more than five times.

At Level 1, for example, *the school counselor or other staff, in collaboration with the classroom teacher*, work with the student and parents to address the behavior that leads to the suspensions. At Level 2, the classroom teacher and other school staff (for example, the school counselor, a pupil personnel worker, the assistant principal) work with the parents and student to develop a written plan to address the behavior that is prompting multiple suspensions. At Level 3 of this tiered delivery model, a school-based Student Services Team is assembled to review and further develop the written plan of enhanced supports and interventions. These supports and interventions include those available through the school, the school system, and the community. At this level, a functional behavioral assessment (FBA) and/or a behavior intervention plan (BIP) should be completed. In addition, a referral for intensive services through the “wraparound” process may also be considered. (Wraparound is an approach to individualized care planning encompassing the concepts of wrapping services and supports around children, youth, and families.) A member of the student support team is identified as a case manager to monitor the plan of intervention and assist the family in gaining access to these services.

## FISCAL IMPACT

The fiscal impact of this recommendation will vary from school system to school system. Each system will need sufficient numbers of student services staff, such as pupil personnel workers, school counselors, and school psychologists, to serve on these school-based SSTs and to share in case management responsibilities. Each system will need to examine its student services staffing and the number of students who “on average” are suspended more than five times in a school year to determine additional staffing needs.

## Three-Tiered Model of School-Wide Systems of Positive Behavior Support



## RECOMMENDATION TWO

To increase the amount and effectiveness of family participation in the school and with students who have received multiple suspensions, a Family Support Liaison position should be available to every school in the state of Maryland.

## RATIONALE

Research indicates that students whose families are actively involved in their education are most successful in school. (Dynarski, Slavin, and Fashola, 2001; Schargel and Smink, 2001 and Smink and Cash, 2006). Research also indicates that students who attend school on a regular basis are most successful in school (Slavin & Fashola, 1998 "Show Me the Evidence! Proven and Promising Programs for American Schools"). For some students, a one-time suspension for violation of school rules or misconduct is effective. Ultimately, the student changes behavior and demonstrates greater respect for school rules, policies, and

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procedures. For other students, suspension is an ineffective tool for intervention or changing behaviors. Yet, to maintain order and safety in a school or at school activities, suspension is the only viable option. Because suspension does not change the behavior of a small population of students, they continue to violate school rules or threaten the safety and well-being of their peers. As a result, this small group of students receives multiple suspensions, causing them to miss a great deal of school and continue disruptive behavior. When a student is not in school, even if he or she can make up the work, the student is often subject to failure. Since research shows that frequent absence results in failure, it is critical to open avenues to address the disruptive behavior. (Dynarski, M. (2001), *Making do with less: Interpreting the evidence from recent federal evaluations of dropout-prevention programs*. Paper presented at the Dropouts: Implications and Findings conference, Harvard University, Cambridge, MA.

To be successful, it is important to involve the family. However, parents are often unavailable or unable to work with the school. Given the existing resources, schools do not have the staff or time to encourage family involvement. A Family Support Liaison will be available during non-school hours to visit families at their places of employment or their homes and offer students and families a link to community services that may positively affect the students' behavior. Parents want their children to succeed, and they have their children's best interests at heart. Unfortunately, some of the parents may not have had positive school experiences themselves, and as a result, they are reluctant to come to school. The purpose of the Family Support Liaison is to bridge the gap between the home and school. Other parents may avoid working with the school because of a language barrier. The Family Support Liaison will be able to help them enroll in community English classes or schedule interpreters for conferences. Some parents work two or three jobs and are simply unavailable during the day. A Family Support Liaison will meet with the parents in the evening at school or their home. Finally, a family may be homeless, financially constrained or have other issues of which the school is unaware. The student may need medical aid or counseling and, to get attention, is acting out and disruptive. A Family Support Liaison will connect the family with local support and community services. Finally, the Family Support Liaison will be a member of the Student Support Team and offer ideas for interventions while acting as a liaison between the school and the family.

If we truly want to make a difference for students who receive multiple suspensions, we must involve the families. Given the existing structures and human resources available in schools, a Family Support



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Liaison is a necessity. Without family support, the school is limited in changing behavior and reducing suspensions.

### FISCAL IMPACT

The fiscal impact of this recommendation will vary among school systems based on the size of the LEA and the number of schools in each. Across the state, there will be about 240 family liaison positions. If each position costs approximately \$65,000, the total cost for this recommendation will be about \$15.5 million.

### RECOMMENDATION THREE

A continuum of alternatives will be provided in order to promote safe learning environments, reduce classroom disruptions, increase academic achievement, and provide support for staff to address the behavioral needs of students.

### RATIONALE

A continuum of alternatives for students with multiple suspensions needs to be available in each school system. This continuum will provide supports to increase the time a student is able to remain in a structured learning environment; maintain students in a safe, supervised setting; and support a safe learning environment for all students.

- Continuum of Alternative Interventions:
  - Alternative schools/centers/programs.
  - After-school detention, evening school, Saturday school, school-community service.
  - A supervised location for students whose behavior warrants their removal from the classroom. During the predetermined amount of time, a student will engage in the academic work he or she is missing in the regular classroom.
  - Certificated staff that provides instruction and a range of services including problem-solving; anger management; small-group instruction; some individualized instruction; computerized, self-paced instruction; counseling services; and study skills).
  - Collaboration with Community Agencies such as Wraparound Services.

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A school system may provide additional specialized services to the student while he or she is attending school. These may include but are not limited to: expanded school mental health services, tutoring, and mentoring. A school system must link students and families to community agencies such as the health department or other medical services, local community mental health agencies, social services agencies, job readiness services, and civic and faith-based groups. Communication among home, school, and community agencies is crucial for the success of any of these alternatives. Such communication will enable all to be informed of the intervention plan that is an alternative to suspension, the goals and timeline of the plan, and how to evaluate its effectiveness. As required by the Annotated Code of Maryland, schools will continue to provide parents a list of local, community, and family resources. In addition, a process needs to be in place to prepare for the student's return, whether it is a return to the classroom after an in-school suspension, or return to the student's home school after placement in an alternative setting.

Based on the identified local needs, alternative interventions may include a separate facility within the school system to offer services for students with continued disruptive behavior. On-line courses and community or peer mentoring are two other alternatives.

#### FISCAL IMPACT

The fiscal impact will vary from school system to school system because of the variability of alternatives and current staffing and the availability of community resources. Funds will be needed to recruit, train, and support community and peer mentors; support on-line courses, which includes start-up fees and registration and monitoring costs; contract for wraparound services, including staff to recruit and monitor the services; and collaborate with community agencies, including the cost of coordinating staff.

The LEAs also will need to conduct cost analyses of alternative schools. They are expensive; Baltimore County estimated start-up costs at \$8 million.

#### RECOMMENDATION FOUR

A statewide training plan addressing de-escalation strategies will be developed for implementation in local school systems. This recommendation has two elements.

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1. A train-the-trainer model would be designed to provide school systems with technical assistance to support and train school-based student support teams.

2. There will be **mandatory** annual de-escalation training for all instructional school-based staff (administrators, teachers, student services personnel, and instructional assistants). School systems may include other staff such as clerical, custodial, food services, bus drivers, and others.

## RATIONALE

In the State of Maryland, 74,518 students (9 percent) received an out-of-school suspension, and 26,294 (3.2 percent) received an in-school suspension during the 2006-07 school year. The top three categories for those suspensions were (1) disrespect/insubordination/disruption, (2) attack/threats/fighting, and (3) poor attendance. It's difficult to predict exactly how anyone might respond during a crisis situation. Yet, many teachers, principals, assistant principals, school counselors, nurses, and others face challenging behavior every day. How staff responds greatly impacts the safety of everyone involved and profoundly affects the relationship with those students in our care. It's important for our school staffs to be prepared and equipped with the skills to address those situations appropriately. It becomes especially important for new teachers and support staff so they don't find themselves reacting emotionally in power struggles and with control issues. In order for administrators and teachers to be prepared to handle difficult students and situations, they need training and tools to de-escalate school incidents. This training would include de-escalation training for school-based instructional staff and would provide early intervention and nonphysical strategies for preventing or managing disruptive behavior among teachers, classroom assistants, student services personnel, and administrators. Additionally, training of school-based administrators must receive training in key school climate issues.

Administrators at all levels would receive training, differentiated by experience and self-selection in the following areas:

- How to create a school environment that is safe and nurturing for students and staff alike;
- How to run effective suspension conferences;
- How to properly handle parent conferences as a follow-up to discipline situations; and
- How to conduct the follow-up with teachers after a discipline situation has been handled

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It is vital to the success of our schools that school-wide techniques are developed to proactively handle discipline situations with the hopes of reducing suspensions such as:

- Implementing Positive Behavioral Intervention and Supports (PBIS) throughout a school;
- Offering opportunities for a time-out;
- Providing various types of behavioral intervention strategies;
- Providing in-school alternatives to suspensions;
- Implementing conflict resolution programs; and
- Developing comprehensive alternative learning programs in the home school and/or off campus

Professional development for school staff in the area of discipline will play a vital role in forming a foundation for an effective, comprehensive disciplinary system and should result in fewer in- and out-of-school suspensions.

#### FISCAL IMPACT

The fiscal impact will vary from system to system. MSDE would develop a training model for administrators and school-wide programs (estimated at \$50,000 per district for a total of \$1.2 million). De-escalation training could be provided in-house by student support staff or in collaboration with local mental health agencies, depending on partnerships that have been developed or could be developed.

The cost of PBIS is estimated at \$8,000 per school for a five-person training team. MSDE in the past has absorbed some or all of the expense.

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# Subcommittee Two: Parent Involvement

## Introduction

Thirty years of research show that family involvement is a powerful influence on student achievement. When families are involved in education—such as organizing and monitoring children’s time, helping with homework, discussing school matters, and reading to them—children tend to perform better academically than their peers. They earn higher grades and test scores than students with less involved families; attend school and complete homework more regularly; are better behaved; and are more likely to graduate high school and attend college. Research also shows us that what a family does is more important to student success than what a family is or earns. That is, family involvement exceeds parents’ education and household income as the most reliable predictor of academic achievement. It all boils down to this: When parents are involved in education, their children do better in school and in life. That’s an enduring power families have; it’s the kind of power Maryland schools must capitalize on. These recommendations are designed to help schools and families do that.

## Process

The recommendations are presented in five themes: communication, leadership, training, partnership, and accountability. These themes mirror recommendations made in the report, *A Shared Responsibility: Recommendations for Increasing Family and Community Involvement in Schools*, by the Maryland Parent Advisory Council (M-PAC). The Parent Involvement Subcommittee agreed not to reinvent the wheel, and rather, adopt the M-PAC recommendations with minor revisions addressing students with multiple suspensions.

The Maryland Parent Advisory Council’s recommendations were presented to and accepted by the Maryland State Board of Education and the State Department of Education in August 2005.

Recommendations were vetted through all 24 local schools, and involved a Council of over 120 participants including parents, state-, local-, and school-level representation and representation from community organizations. The recommendations supported both National PTA standards to bolster parent involvement in education and the Six Types of Family Involvement Framework by Dr. Joyce

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Epstein, Director of the National Network of Partnership Schools and the Center on School, Family, and Community Partnerships at Johns Hopkins University.

The recommendations are often cross-cutting and the themes so interwoven, some recommendations would be equally appropriate in multiple themes. The purpose of the categorization was to provide structure to the recommendations. It is important to note that the recommendations are not prioritized. Each recommendation builds on the other, thereby resisting attempts at ranking. The Subcommittee believes that these recommendations be implemented if Maryland is to make substantive improvements in family and community involvement as it relates to students with multiple suspensions.

## Subcommittee Recommendations

### Communication

#### RECOMMENDATION ONE

Local school systems and schools shall make an effort to arrange for flexible times and locations to hold conferences with parents of students who are suspended.

#### RECOMMENDATION TWO

Parents and students are required to sign and return an acknowledgment form of the Code of Discipline from the Local School System which states that they have read and understand their rights and responsibilities, grading and discipline policies, and the importance of their involvement as a parent of a child attending a public school. Local school systems and schools shall document their attempts to secure parent and student signature. Failure to sign does not preclude a student from being held accountable for his/her behavior associated with an infraction.

#### RATIONALE

Clear, regular, two-way communication is the linchpin of successful school-home partnerships. If schools seek to increase involvement, they must communicate to families and communities their rights and responsibilities and how they can support schools. Likewise, families and communities contribute to

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school improvement by providing feedback on—or directly shaping—policies, programs, student achievement, and more.

Communicating clearly and regularly takes time and careful planning. The task becomes even more challenging when one considers the diversity of Maryland families. More than 100 languages are spoken in the state. Students hail from varied racial, ethnic, and economic backgrounds. Family structure and characteristics vary as well—two-parent, single-parent, and no-parent families, military families, single-income or dual-income families, families with step-parents and step-siblings, the list goes on. Educators are faced with the monumental task of communicating effectively with an amazingly diverse group of people.

## Leadership

### RECOMMENDATION THREE

To support families, local jurisdictions shall make available knowledgeable individuals, either internal or external, to the school system, to assist parents, including parents of students multiply-suspended, in navigating the system as it relates to academic achievement, discipline and behavior, attendance, and other services. The contact information will be provided on the Resource sheet that is provided to parents DURING the suspension conference.

### RATIONALE

Strong leadership is essential for any major reform effort. A critical part of leadership, group members decided, is ensuring the necessary processes and organizational structure are in place to involve all stakeholders. After all, there are already some strong parent involvement policies in place across the state. What is somewhat lacking, group members noted, is the implementation of such policies. This could be improved with more defined processes, and with more structured encouragement and modeling of family involvement initiatives from the State and local school systems. Hence, the following recommendations are designed to create leadership opportunities and to build an organizational structure to support family involvement. Implementing these recommendations will be a strong show of leadership for the State and local school systems.

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## Training

### RECOMMENDATION FOUR

To increase the amount and effectiveness of family and community involvement in schools, the LEAs shall annually assess training needs of school staff as they relate to working with parents of students with multiple suspensions and provide appropriate professional development and technical assistance to schools in the areas, including but not limited to, conflict resolution, diversity training, de-escalation, gang awareness, problem solving, anger management, and positive behavior facilitation.

### RECOMMENDATION FIVE

The LEAs shall assist parents in accessing a continuum of parenting classes, counseling, or other opportunities such as shadowing their child for a day, in order to enhance student success and reduce further suspensions.

### RATIONALE

The subcommittees made clear the imperative for training—not only for teachers, but for principals, parents, central office staff, community members, and others with a stake in improving schools. Consider that math teachers are required to understand and teach math. Prospective math teachers take relevant coursework and receive pre-service training in math instruction. Experienced math teachers hone their skills with regular professional development. If teachers and other educators are expected to facilitate relationships and partnerships with the family and community, then they must understand communication and involvement strategies. Specific, ongoing training is required to build this understanding. Likewise, parents and other stakeholders require training to become full partners. They need to learn how to contribute to school improvement teams, how to advocate for children, how to help individual students academically and behaviorally, and more.



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## Partnership

### RECOMMENDATION SIX

To encourage and support partnerships among schools, families, and communities, the Maryland State Department of Education and LEAs shall require state, local school system and school-level committees and task forces on discipline and suspensions, behavioral interventions, and alternative educational opportunities to include parents of Maryland public school children as 25 percent of the membership, or a minimum of two parents, whichever is greater.

### RECOMMENDATION SEVEN

LEAs shall develop a comprehensive behavior plan for students who have been multiply-suspended. The plan, generated by the Student Support Team, student, and parent, will address how each will be responsible for the student's improved behavior and academic progress.

### RATIONALE

"It takes a village to raise a child," is an oft-used phrase, with good reason. A family's influence can reach only so far, so positive influences and supports from the community are needed for children to realize their potential. Further, some children and families have unmet health and welfare needs that serve as barriers to achievement. Working together, schools, families, and communities can remove such barriers and set the stage for accelerated academic achievement.

Home-school-community collaborations, however, are more than supportive services or mentoring programs—though these are invaluable. True partnerships involve mutual respect, two-way communication, shared decision-making, and shared accountability. The recommendations presented here are designed to support strong partnerships among Maryland families, schools, and communities.

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## Accountability

### RECOMMENDATION EIGHT

To support and measure the effectiveness of family and community involvement in schools, the Maryland State Board of Education shall adopt the State Board's 2001 Family Involvement Policy Resolution into the Code of Maryland Regulations (COMAR).

### RECOMMENDATION NINE

Maryland LEAs shall partner with Local Management Boards to assist in identifying resources for families of students who have been multiply suspended.

### RATIONALE

Accountability was a recurring theme throughout the Task Force deliberations. Modern families and school staffs have strict time constraints and multiple priorities. Accountability measures are necessary. M-PAC members said, "We treasure what we measure," and "What gets measured gets done." This call for accountability was accompanied by an admission that involvement is not the responsibility of educators alone. Rather, it is a responsibility shared among schools, families, and communities. M-PAC believes that accountability measures are useful tools in improving student achievement, but that they should not be used or perceived as a means of placing blame on any particular group or person. Accordingly, the group arrived at several recommendations (some required, some encouraged) designed to change attitudes and actions. These accountability recommendations will help move away from the notion of family involvement as an "add-on" and toward the acceptance of involvement as a valuable, essential strategy to improve student achievement.

### FISCAL IMPACT

The annual cost of A full-time position at MSDE for 1) a Multiple Suspension Ombudsman (with benefits); or 2) a full-time position at MSDE or a counselor to provide evening classes for parents of children who have been multiply suspended (without benefits) is determined as follows:

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At MSDE there are two basic educational position series for any educational positions below the branch chief level: Education Program Specialists/Coordinators (grades 21/22 – various steps), and Staff Specialists (grades 18(III)/19(IV)).

The assumption is that any hires that the state would make, must be very experienced educators who would not accept non-competitive wages for a similar task at LEAs. Estimating the salary at a high wage-state salary scale step according to the 2009 scale, step ten, would be a minimum of \$64,803 without benefits and a maximum of \$81,500 with benefits.

# HOUSE BILL 139

F1

(8lr1492)

## ENROLLED BILL

—Ways and Means/Education, Health, and Environmental Affairs—

Introduced by **Delegates Stukes, Ali, Anderson, Cane, Conaway, Glenn, Harrison, Haynes, McDonough, McIntosh, Morhaim, Nathan-Pulliam, Oaks, Rice, Robinson, Rosenberg, Tarrant, and Walker**

Read and Examined by Proofreaders:

\_\_\_\_\_  
Proofreader.

\_\_\_\_\_  
Proofreader.

Sealed with the Great Seal and presented to the Governor, for his approval this

\_\_\_\_\_ day of \_\_\_\_\_ at \_\_\_\_\_ o'clock, \_\_\_\_\_ M.

\_\_\_\_\_  
Speaker.

CHAPTER \_\_\_\_\_

1 AN ACT concerning

2 ~~Education—Multiple Suspensions~~

3 **Task Force to Study Issues Related to Students Subject to Multiple**  
4 **Suspensions**

5 FOR the purpose of ~~requiring certain principals to report certain suspensions of~~  
6 ~~certain students in writing to certain county superintendents within certain~~  
7 ~~periods of time; requiring certain principals to refer certain students to certain~~  
8 ~~pupil services teams and give certain notice to certain students and certain~~  
9 ~~parents or guardians that certain pupil services teams shall meet within a~~  
10 ~~certain period of time; requiring certain notice to be provided in certain~~  
11 ~~languages or certain modes of communication; requiring certain pupil services~~  
12 ~~teams to meet with certain students and certain parents or guardians to develop~~  
13 ~~certain plans, determine certain dates and times for certain subsequent~~

### EXPLANATION: CAPITALS INDICATE MATTER ADDED TO EXISTING LAW.

[Brackets] indicate matter deleted from existing law.

Underlining indicates amendments to bill.

~~Strike out~~ indicates matter stricken from the bill by amendment or deleted from the law by amendment.

*Italics indicate opposite chamber / conference committee amendments.*



~~meetings, identify certain resources to be used for certain purposes, and review certain student records within a certain period of time; requiring certain pupil services teams to refer to certain community resources lists in developing certain plans; and generally relating to student suspensions~~ establishing a Task Force to Study Issues Related to Students Subject to Multiple Suspensions; establishing the membership of the Task Force; providing for the designation of the chair of the Task Force; requiring the Task Force to evaluate and make recommendations regarding certain issues; requiring the Task Force to submit a certain report to the Governor and the General Assembly by a certain date; prohibiting a member of the Task Force from receiving certain compensation; authorizing a member of the Task Force to receive certain reimbursements; providing for the termination of this Act; and generally relating to the Task Force to Study Issues Related to Students Subject to Multiple Suspensions.

~~BY adding to~~

~~Article — Education~~

~~Section 7-305(c-1)~~

~~Annotated Code of Maryland~~

~~(2006 Replacement Volume and 2007 Supplement)~~

SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF MARYLAND, That ~~the Laws of Maryland read as follows:~~

~~Article — Education~~

~~7-305.~~

~~(C-1) (1) IF A STUDENT IS SUBJECT TO MULTIPLE SUSPENSIONS THAT BRING THE CUMULATIVE NUMBER OF DAYS THAT THE STUDENT IS ABSENT FROM SCHOOL TO MORE THAN 10 SCHOOL DAYS IN A SCHOOL YEAR, THE PRINCIPAL IMMEDIATELY SHALL REPORT ANY SUBSEQUENT SUSPENSIONS IN WRITING TO THE COUNTY SUPERINTENDENT.~~

~~(2) WITHIN 5 DAYS AFTER A SUSPENSION THAT BRINGS THE CUMULATIVE NUMBER OF DAYS THAT THE STUDENT IS ABSENT FROM SCHOOL TO MORE THAN 10 SCHOOL DAYS IN A SCHOOL YEAR THE PRINCIPAL SHALL:~~

~~(I) REFER THE STUDENT TO THE SCHOOL'S PUPIL SERVICES TEAM; AND~~

~~(II) GIVE WRITTEN NOTICE TO THE STUDENT AND THE PARENT OR GUARDIAN OF THE STUDENT THAT THE SCHOOL'S PUPIL SERVICES TEAM SHALL MEET.~~

~~(3) THE NOTICE REQUIRED UNDER PARAGRAPH (2)(II) OF THIS SUBSECTION SHALL BE PROVIDED IN THE NATIVE LANGUAGE OR OTHER MODE OF COMMUNICATION OF THE PARENT OR GUARDIAN OF THE STUDENT.~~

~~(4) WITHIN 10 DAYS AFTER THE REFERRAL TO THE SCHOOL'S PUPIL SERVICES TEAM, THE PUPIL SERVICES TEAM SHALL MEET WITH THE STUDENT AND THE PARENT OR GUARDIAN OF THE STUDENT IN ORDER TO:~~

~~(I) DEVELOP A PLAN TO PREVENT FURTHER SUSPENSIONS;~~

~~(II) DETERMINE DATES AND TIMES FOR SUBSEQUENT MEETINGS TO REVIEW AND REVISE THE PLAN AS NECESSARY;~~

~~(III) IDENTIFY ADDITIONAL RESOURCES THAT MAY BE USED TO MINIMIZE THE LIKELIHOOD OF ADDITIONAL SUSPENSIONS INCLUDING:~~

~~1. REFERRAL TO COMMUNITY CONFERENCING OR MEDIATION, OR BOTH;~~

~~2. REFERRAL TO COMMUNITY MENTAL HEALTH SERVICES; AND~~

~~3. STAFF TRAINING ON POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS; AND~~

~~(IV) REVIEW THE STUDENT'S RECORD AND OTHER RELEVANT INFORMATION TO DETERMINE WHETHER THE STUDENT MAY HAVE A DISABILITY THAT WARRANTS A REFERRAL TO THE SCHOOL-BASED INDIVIDUALIZED EDUCATION PROGRAM TEAM.~~

~~(5) THE SCHOOL'S PUPIL SERVICES TEAM SHALL REFER TO A COMMUNITY RESOURCES LIST PROVIDED BY THE COUNTY BOARD IN ACCORDANCE WITH § 7-310 OF THIS SUBTITLE IN DEVELOPING A PLAN UNDER PARAGRAPH (4)(I) OF THIS SUBSECTION.~~

(a) There is a Task Force to Study Issues Related to Students Subject to Multiple Suspensions.

(b) The Task Force consists of the following members:

(1) One member of the Senate of Maryland, appointed by the President of the Senate;

(2) One member of the House of Delegates, appointed by the Speaker of the House;

1                   (3)    The State Superintendent of Schools, or the State Superintendent's  
2 designee;

3                   (4)    The Secretary of Health and Mental Hygiene, or the Secretary's  
4 designee;

5                   (5)    The following members appointed by the Governor:

6                         (i)    One local school superintendent, as a representative of the  
7 Public Schools Superintendents Association of Maryland;

8                         (ii)   One member of a local board of education, as a  
9 representative of the Maryland Association of Boards of Education;

10                        (iii)   Four directors of student services from local school systems,  
11 selected to reflect the geographic diversity of the State;

12                        (iv)   Three school principals, one each from an elementary school,  
13 a middle school, and a high school;

14                        (v)    A supervisor of school counseling from a local school system;

15                        (vi)   A supervisor of psychological services from a local school  
16 system;

17                        (vii)   A supervisor of health services from a local school system;

18                        (viii)   A supervisor of pupil personnel from a local school system;

19                        (ix)    Two teachers from local school systems, selected to reflect  
20 the geographic diversity of the State;

21                        (x)    ~~Two~~ One parent ~~representatives~~ representative of students  
22 enrolled in local school systems, selected to reflect the geographic diversity of the  
23 State; and

24                        (xi)    ~~Two students~~ One student who ~~represent~~ represents a  
25 statewide ~~organizations~~ organization of students enrolled in local school systems;

26                        (xii)   One representative of a child advocacy group;

27                        (xiii)   One representative of an organization that represents special  
28 education students;

29                        (xiv)   One representative from a local law enforcement agency; and

1                   (xv) One representative of the juvenile justice system in the State.

2           (c) The Governor shall designate the chair of the Task Force.

3           (d) The State Department of Education shall provide staff support for the  
4 Task Force.

5           (e) A member of the Task Force:

6                   (1) May not receive compensation for serving on the Task Force; but

7                   (2) Is entitled to reimbursement for expenses under the Standard  
8 State Travel Regulations, as provided in the State budget.

9           (f) The Task Force shall:

10                   (1) Study the feasibility of mandating that local school systems  
11 throughout the State establish student services teams to provide case management to  
12 students who incur one or more suspensions in a school year that result in the  
13 student's absence for 10 or more school days;

14                   (2) Examine the fiscal impact of mandating that local school systems  
15 throughout the State establish student services teams to provide case management to  
16 students who incur one or more suspensions in a school year that result in the  
17 student's absence for 10 or more school days;

18                   (3) Examine and make findings regarding parent/guardian  
19 involvement in matters related to student suspensions from school and recommend  
20 ways to enhance parent/guardian roles and responsibilities to curb student  
21 suspensions; and

22                   (4) Make recommendations regarding the practices and processes  
23 encompassed in a mandate to establish student services teams to provide case  
24 management to students who incur one or more suspensions in a school year that  
25 result in the student's absence for 10 or more school days, including:

26                           (i) Timelines for providing case management;

27                           (ii) Engagement of parents/guardians; and

28                           (iii) Case management follow-up and related services.

29           (g) On or before January 15, 2009, the Task Force shall report its findings  
30 and recommendations to the Governor and, in accordance with § 2-1246 of the State  
31 Government Article, the General Assembly.



1       SECTION 2. AND BE IT FURTHER ENACTED, That this Act shall take effect  
2 ~~October~~ June 1, 2008. It shall remain effective for a period of 1 year and, at the end of  
3 May 31, 2009, with no further action required by the General Assembly, this Act shall  
4 be abrogated and of no further force and effect.

Approved:

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Governor.

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Speaker of the House of Delegates.

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President of the Senate.

Table 5

Number of Students Suspended from Maryland Public Schools  
by Frequency of Suspension  
Combined In-School and Out-Of-School Suspensions  
School Year 2006-07

Local Unit	Total Students	Number of Times Suspended					
		1	2	3	4	5	More Than 5
Total State	<b>88,519</b>	<b>50,613</b>	<b>17,354</b>	<b>8,371</b>	<b>4,607</b>	<b>2,780</b>	<b>4,794</b>
Allegany	<b>1,070</b>	533	155	144	83	67	88
Anne Arundel	<b>7,814</b>	4,304	1,570	798	442	250	450
Baltimore City	<b>10,106</b>	6,206	2,113	932	426	220	209
Edison Schools	<b>552</b>	432	118	2	0	0	0
Baltimore	<b>12,825</b>	7,569	2,702	1,251	623	325	355
Calvert	<b>2,641</b>	1,382	507	247	163	107	235
Caroline	<b>976</b>	463	185	96	57	55	120
Carroll	<b>1,956</b>	1,184	362	172	102	62	74
Cecil	<b>2,512</b>	1,129	471	285	179	119	329
Charles	<b>4,848</b>	2,305	919	507	348	213	556
Dorchester	<b>841</b>	392	161	105	72	36	75
Frederick	<b>3,153</b>	1,766	563	297	192	118	217
Garrett	<b>313</b>	221	49	23	10	6	4
Harford	<b>3,799</b>	2,096	697	371	202	156	277
Howard	<b>2,431</b>	1,568	469	199	86	48	61
Kent	<b>348</b>	174	68	36	19	20	31
Montgomery	<b>7,214</b>	4,870	1,376	492	229	106	141
Prince George's	<b>14,646</b>	9,131	2,926	1,293	641	337	318
Queen Anne's	<b>789</b>	399	156	90	55	40	49
St. Mary's	<b>2,547</b>	1,123	491	254	195	143	341
Somerset	<b>736</b>	329	146	70	68	41	82
Talbot	<b>474</b>	272	100	48	19	22	13
Washington	<b>2,275</b>	1,194	406	237	115	97	226
Wicomico	<b>2,809</b>	1,124	483	336	223	158	485
Worcester	<b>844</b>	447	161	86	58	34	58

Table 5a

Number of Students Suspended from Maryland Public Schools  
by Frequency of Suspension  
Out-Of-School Suspensions  
School Year 2006-07

Local Unit	Total Students	Number of Times Suspended					
		1	2	3	4	5	More Than 5
Total State	<b>74,594</b>	<b>46,163</b>	<b>14,768</b>	<b>6,623</b>	<b>3,312</b>	<b>1,790</b>	<b>1,938</b>
Allegany	<b>757</b>	485	142	70	35	17	8
Anne Arundel	<b>7,014</b>	4,080	1,440	694	347	202	251
Baltimore City	<b>9,854</b>	6,141	2,045	884	416	196	172
Edison Schools	<b>431</b>	431	0	0	0	0	0
Baltimore	<b>12,700</b>	7,513	2,694	1,236	601	319	337
Calvert	<b>1,561</b>	1,113	291	87	40	19	11
Caroline	<b>558</b>	355	100	47	24	13	19
Carroll	<b>1,383</b>	914	246	119	46	26	32
Cecil	<b>2,076</b>	1,063	422	239	145	80	127
Charles	<b>3,228</b>	1,991	613	320	178	75	51
Dorchester	<b>714</b>	376	151	87	53	31	16
Frederick	<b>2,735</b>	1,576	495	271	163	97	133
Garrett	<b>205</b>	165	30	4	5	1	0
Harford	<b>3,027</b>	1,828	592	268	156	102	81
Howard	<b>1,939</b>	1,340	341	141	57	32	28
Kent	<b>300</b>	160	58	30	19	13	20
Montgomery	<b>6,149</b>	4,411	1,063	370	154	76	75
Prince George's	<b>14,104</b>	8,914	2,823	1,195	600	306	266
Queen Anne's	<b>506</b>	319	108	46	18	4	11
St. Mary's	<b>1,200</b>	673	260	116	68	29	54
Somerset	<b>478</b>	245	111	45	30	19	28
Talbot	<b>309</b>	204	65	26	9	4	1
Washington	<b>895</b>	662	163	46	14	7	3
Wicomico	<b>2,049</b>	939	417	248	121	112	212
Worcester	<b>422</b>	265	98	34	13	10	2

Table 6

Number of Students Suspended from Maryland Public Schools by School Level  
Combined In-School and Out-Of-School Suspensions  
School Year 2006-07

Local Unit	Total Suspensions	Elementary Schools	Middle Schools	High Schools	Other Schools
Total State	<b>88,519</b>	<b>11,975</b>	<b>31,318</b>	<b>45,120</b>	<b>106</b>
Allegany	<b>1,070</b>	77	321	575	97
Anne Arundel	<b>7,814</b>	943	2,973	3,898	0
Baltimore City	<b>10,106</b>	1,620	4,571	3,915	0
Edison Schools	<b>552</b>	552	0	0	0
Baltimore	<b>12,825</b>	1,878	4,471	6,475	1
Calvert	<b>2,641</b>	149	936	1,556	0
Caroline	<b>976</b>	79	321	576	0
Carroll	<b>1,956</b>	221	552	1,175	8
Cecil	<b>2,512</b>	217	1,030	1,265	0
Charles	<b>4,848</b>	487	2,152	2,209	0
Dorchester	<b>841</b>	169	250	422	0
Frederick	<b>3,153</b>	206	1,192	1,755	0
Garrett	<b>313</b>	25	108	180	0
Harford	<b>3,799</b>	470	1,448	1,881	0
Howard	<b>2,431</b>	261	928	1,242	0
Kent	<b>348</b>	11	144	193	0
Montgomery	<b>7,214</b>	931	2,595	3,688	0
Prince George's	<b>14,646</b>	2,327	3,684	8,635	0
Queen Anne's	<b>789</b>	41	217	531	0
St. Mary's	<b>2,547</b>	253	907	1,387	0
Somerset	<b>736</b>	159	181	396	0
Talbot	<b>474</b>	99	112	263	0
Washington	<b>2,275</b>	186	995	1,094	0
Wicomico	<b>2,809</b>	520	967	1,322	0
Worcester	<b>844</b>	94	263	487	0

Table 6a

Number of Students Suspended from Maryland Public Schools by School Level  
Out-Of-School Suspensions  
School Year 2006-07

Local Unit	Total Suspensions	Elementary Schools	Middle Schools	High Schools	Other Schools
Total State	<b>74,594</b>	<b>10,197</b>	<b>25,241</b>	<b>39,057</b>	<b>99</b>
Allegany	757	33	226	407	91
Anne Arundel	7,014	825	2,410	3,779	0
Baltimore City	9,854	1,592	4,434	3,828	0
Edison Schools	431	431	0	0	0
Baltimore	12,700	1,821	4,415	6,463	1
Calvert	1,561	117	475	969	0
Caroline	558	43	174	341	0
Carroll	1,383	153	418	805	7
Cecil	2,076	199	797	1,080	0
Charles	3,228	266	1,174	1,788	0
Dorchester	714	156	227	331	0
Frederick	2,735	145	953	1,637	0
Garrett	205	22	97	86	0
Harford	3,027	357	980	1,690	0
Howard	1,939	195	716	1,028	0
Kent	300	8	109	183	0
Montgomery	6,149	807	2,268	3,074	0
Prince George's	14,104	2,229	3,578	8,297	0
Queen Anne's	506	28	125	353	0
St. Mary's	1,200	156	409	635	0
Somerset	478	136	120	222	0
Talbot	309	54	83	172	0
Washington	895	114	258	523	0
Wicomico	2,049	280	685	1,084	0
Worcester	422	30	110	282	0

# Survey Results & Analysis

for

## Survey of Student Services Directors on Services for Students With Multiple Suspensions

Wednesday, November 26, 2008  
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## Executive Summary

This report contains a detailed statistical analysis of the results to the survey titled *Survey of Student Services Directors on Services for Students With Multiple Suspensions*. The results analysis includes answers from all respondents who took the survey in the 25 day period from Thursday, August 14, 2008 to Sunday, September 7, 2008. 24 completed responses were received to the survey during this time.

## Survey Results & Analysis

**Survey:** Survey of Student Services Directors on Services for Students With Multiple Suspensions

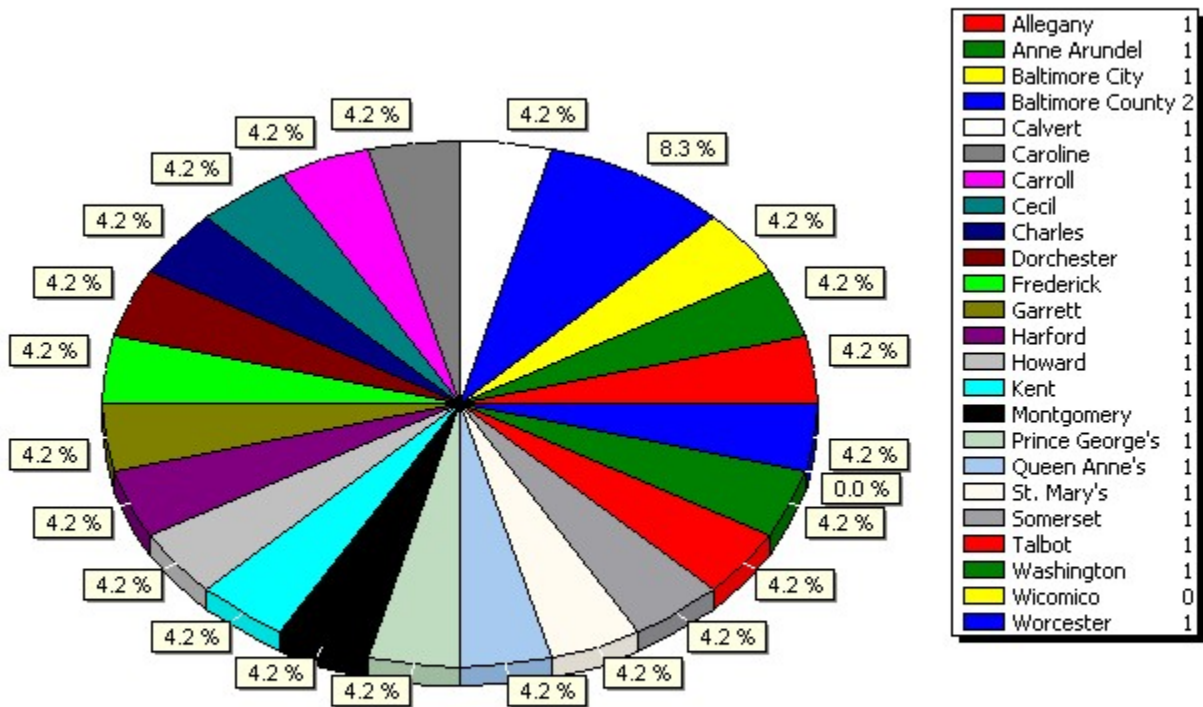
**Author:** brose

**Filter:**

**Responses Received:** 24

### 1) Your Local School System:

#### 1) Your Local School System:





2) Please complete the contact information of the person completing this survey:

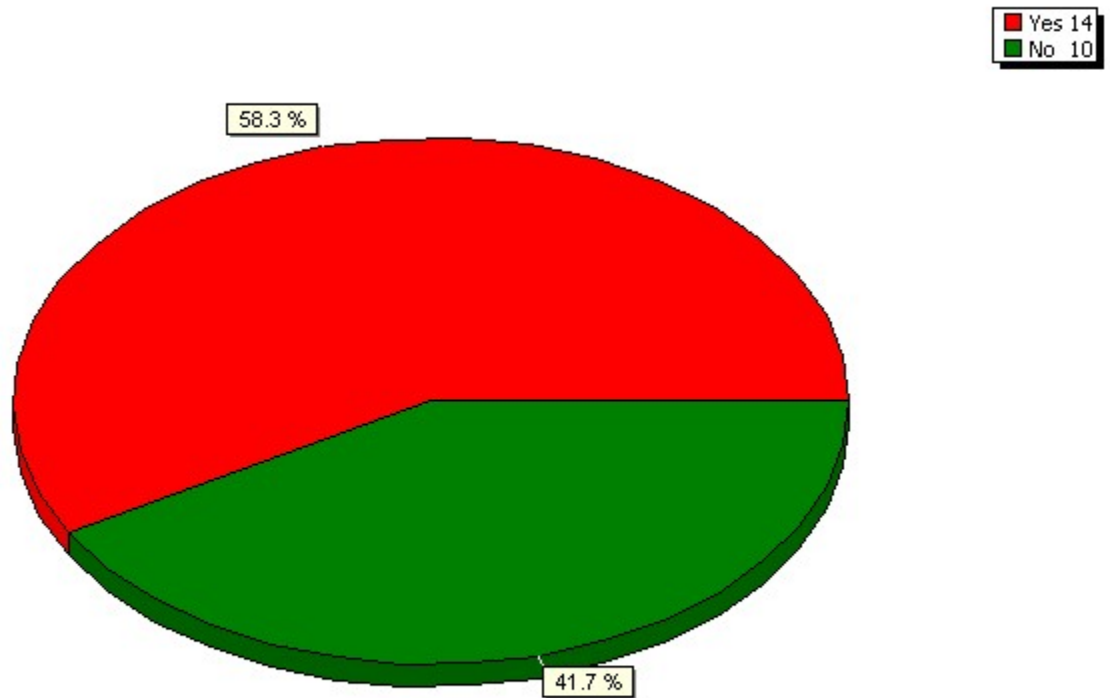
First name:	Last name:	Position:	Phone Number:	E-mail Address:
Dale	Rauenzahn	Executive Directors	410-887-4360	drauenzahn@bcps.org
Carolyn	Kimberlin	Director of Student Services	301-644-5238	carolyn.kimberlin@fcps.org
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Stephen Lentowski	Lentowski	Director of Student Services	410-588-5334	steve.lentowski@hcps.org
joseph	millward	Director of Student services	410-996-5490	jmillward@ccps.org

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MaryAnne	Adkins	Supervisor of Pupil Services	(410) 479-3253	maryanne_adkins@mail.cl.k12.md.us
Leon	Washington	Director of Safe and Orderly Schools	410.222.5288	Lwashington@aacps.org
Renee	McLaughlin	Supervisor of Student Services	410-621-6269	rmclaughlin@somerset.k12.md.us
Jonathan	Brice	Executive Director Student Support	410.396.8672	jbrice@bcps.k12.md.us
Keith	Grier	Director, Student Services	301-392-7510	kgrier@ccboe.com
Sheree	Witt	Executive Director of Student Services	301-759-2064	switt@allconet.org
Greg	Meekins	Supervisor of Pupil Services	410-228-4747 ext. 1035	meekinsg@dcpsmd.org
Craig	Cummings	Coordinator, Alternative Education Programs	410-313-6818	ccummings@hcpss.org
Phillip	Lauver	Supervisor of Pupil Services	301-334-8938	plauver@ga.k12.md.us
John	Davidson	Director of Student	301-766-2962	davidjoh@wcboe.k12.md.us

		Services		
Frederick	Grant	Supervisor of Student Services	443-366-3460	tigergrant@comcast.net

3) Does your school system require parents to sign off that they have received the Code of Discipline for the school or the school system?

3) Does your school system require parents to sign off that they have received the Code of Discipline for ...



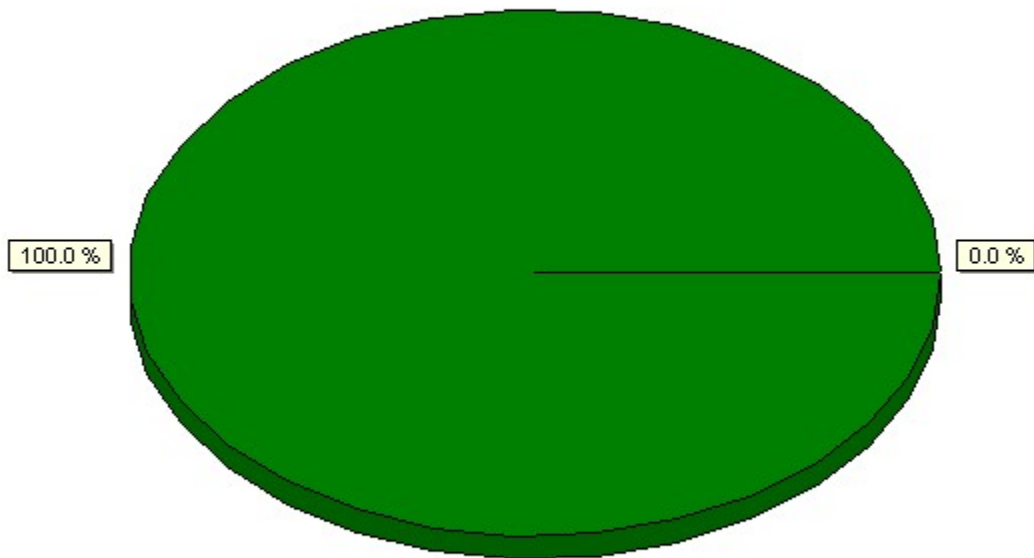
Comment Responses:

No enforcement of this however.
Each year when students receive the Student Handbook, acknowledgement of receipt and review are required of all parents within 5 school days.
MS and HS students sign off
Student sign-off is required
A single sign-off for several documents in the school calendar
Parents are required to sign off on the code of discipline outlined in the drug/alcohol policy if they participate in sports or extracurricular activities
Some individual schools do this.
There is a space at the back of our Code but I cannot say that each school gets 100% back.
For Elementary only. Secondary students sign that they received the handbook.
some schools but it's not a county practice
Also students
Parents are encouraged to review it with their children with emphasis on the more serious offenses such as weapons, CDS, assaults/fighting, etc.
For elementary students only; secondary students sign without parent signature
Sign off slips are in the Parent/Student Handbook

- 4) Do your schools have regularly scheduled times after school and in the evenings blocked out for suspension conferences?

4) Do your schools have regularly scheduled times after school and in the evenings blocked out for suspens...

Yes 0  
No 24



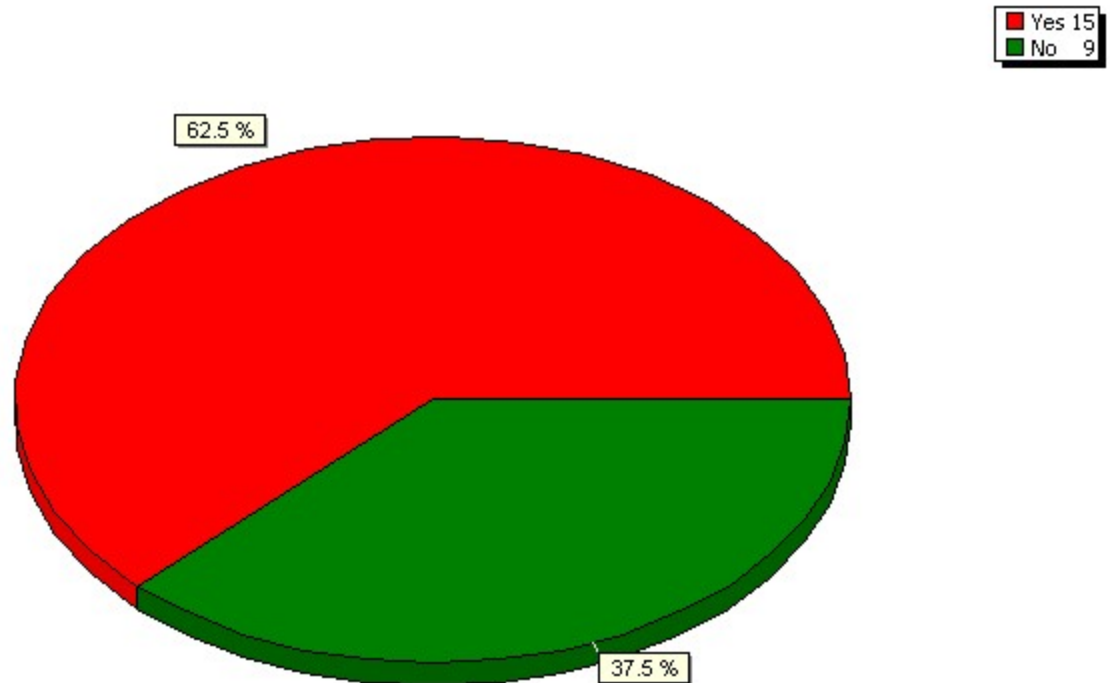
Comment Responses:

Suspension conferences are scheduled at the convenience of parents and administrators.
School administrators meet with parents at times convenient for parents and school administrators, often times early in the mornings before school begins.
Attempts are made to arrange a mutually agreeable time to meet.
However, schools will on a case by case basis accomodate the parents schedule and availability
but accomdate as needed
Schools hold evening conferences as necessary

Meetings are scheduled by the schools at mutually convenient times for parents and staff.
Conferences are scheduled whenever needed.
schools make allowances for parents' schedules as needed
Meetings are held during the school day.
Consideration is given to the time parents are available. In some cases conferences are held after school hours. Telephone conferences are also used if necessary.
Suspension conferences are scheduled as needed and in concert with parent and administrator availability
Suspension conferences are mutually scheduled with the parents
Administrator will schedule meeting at any time to meet the parents schedule.
Each suspension conference is scheduled on a case by case basis with parents or guardians.

5) Is training offered for school administrators in holding meaningful and productive suspension conferences with parents?

5) Is training offered for school administrators in holding meaningful and productive suspension conferenc...



Comment Responses:

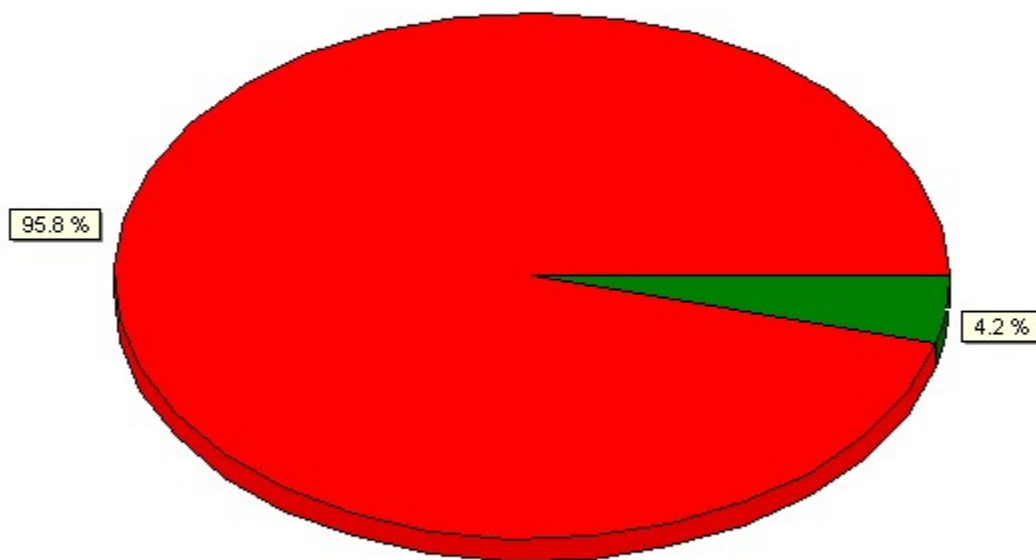
Each year five training sessions are held for principals and assistant principal on positive behavior and discipline procedures by our department.
This is a topic in the local aspiring leaders program.
Annual training is provided
Not officially, but as needed
It is not very extensive.
We talk about these issues at principals meeting and our summer in-services
New administrators.
we offer training in conducting parent conferences for teachers but not administrators
This topic is discussed in administrative meetings on a regular basis.

School principals review this and other procedures with new assistant principals

- 6) Are parents ever surveyed by schools to determine their views of the schools?

6) Are parents ever surveyed by schools to determine their views of the schools?

Yes	23
No	1



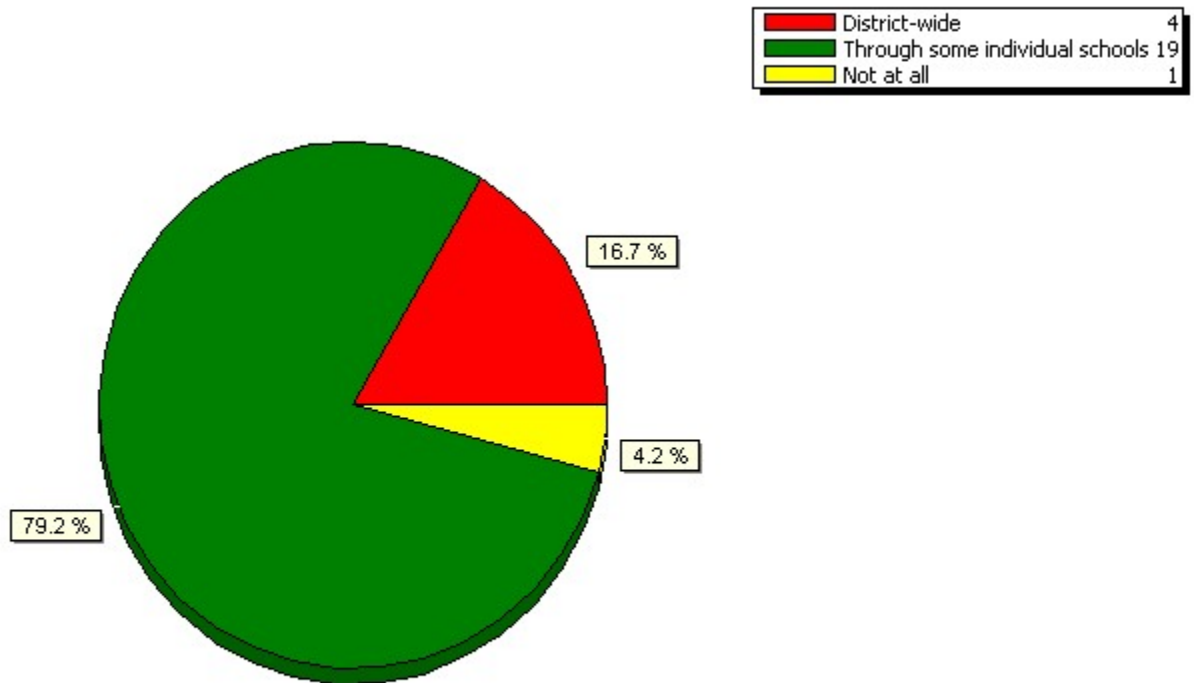


Comment Responses:

FCPS sends out an annual survey to parents.
Each spring a survey is placed online to be completed by parents and community to determine whether or not they feel that their community schools are safe and conducive to positive learning experiences for all students.
Annual climate surveys are given to students, parents, teachers and administrators.
School Climate Surveys
nothing standard
No systematic survey has been conducted, but parents of students in Title I schools, high school, and individual communities were surveyed during 2007-08.
Harris interactive surveys
individual schools do but not countywide
Climate survey
Informal surveys are conducted through the Parent Advisory Council and through other presentations.
We have a regular schedule by which we solicit parent input regarding our schools

7) Does your school district offer "Parenting Classes" to parents?

**7) Does your school district offer "Parenting Classes" to parents?**



Comment Responses:

We enjoy a collaborative partnership with the PTA Council and training is provided based upon input from parents in school communities. Parents also serve on many committee countywide that focus of positive behavior in schools.

QAC does provide parenting classes at the Judy Center.

Through our Parent Liaisons

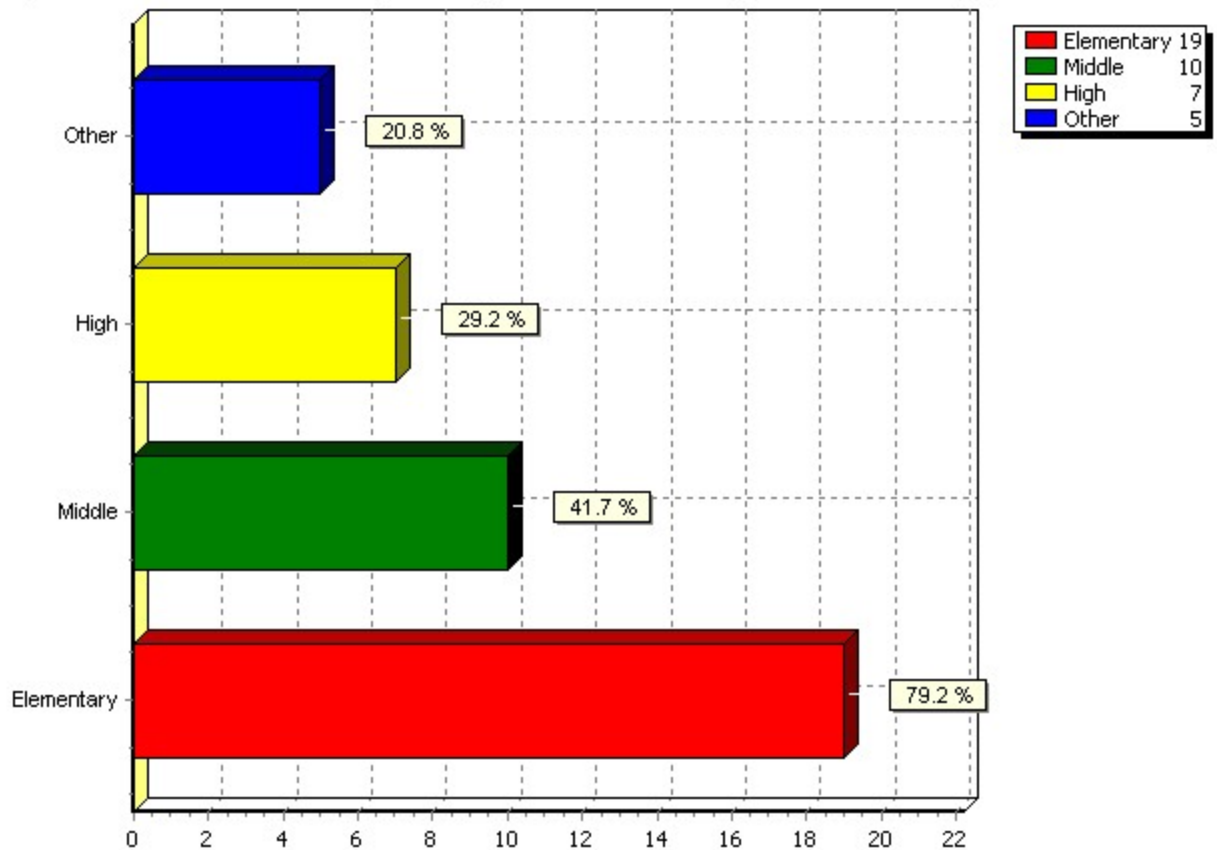
No workshops were held specifically focused on parenting, but most elementary schools hold evening parent workshops on current issues: homework, internet use/cyberbullying, etc.

In cooperation with DSS

This occurs sytem-wide through the Family and Community Partnership Unit and at individual schools as well
These programs are run through the Health Department in some of our schools
Through community partnerships
Parenting classes are offered through the Health Department which is one of our partners which we support.
And through partnerships with the LMB
Parenting classes have been held in the pasr in collaboration with with other community agencies including DSS

8) At what school levels are the parenting classes offered? Choose all that apply.

8) At what school levels are the parenting classes offered? Choose all that apply.



Other Responses:

All levels based upon expressed needs.

Judy Center

At a neutral site

At the system level, open to all.

All levels in the Pocomoke area.

Comment Responses:

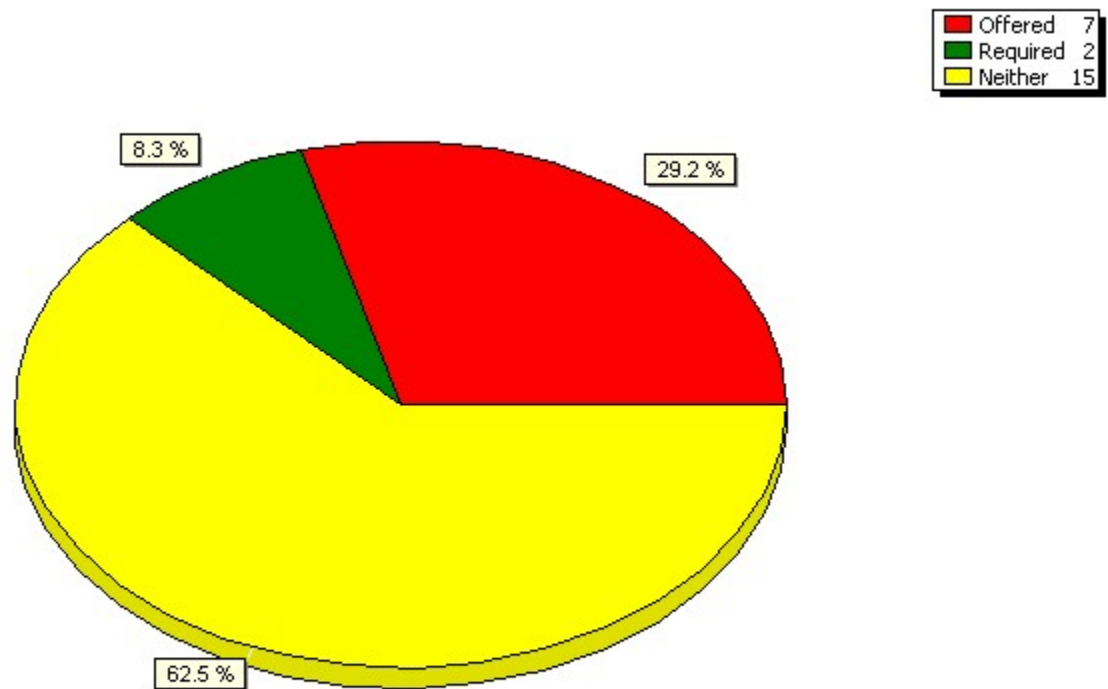
monthly by parent liaisons

We have a program under Partners for Success offering classes to all levels.  
Some individual schools offer their own sessions.

Not all levels in other parts of the county.

9) Are parenting classes offered/required for parents once kids have experienced any serious discipline?

**9) Are parenting classes offered/required for parents once kids have experienced any serious discipline?**

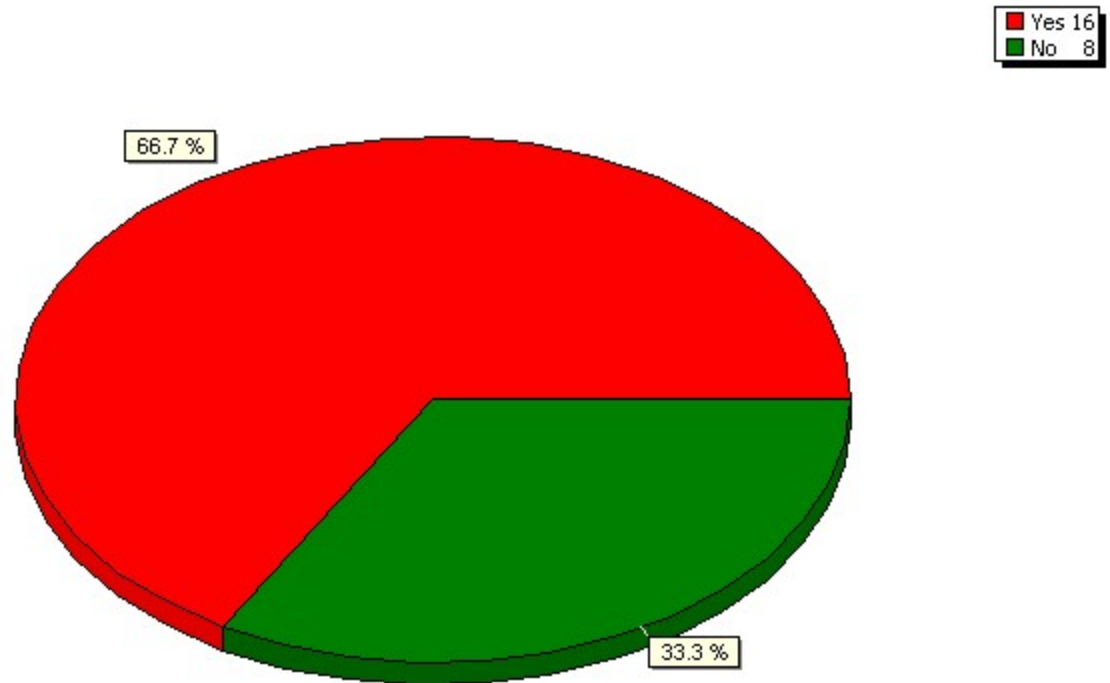


Comment Responses:

Resources are made available to parents within the school system and through our interagency partners based upon what we believe is the need that will benefit parents and students.
walk in counseling center
referrals to our system's evenign counseling center, but not for every case
Referral information is provided to school-based and community mental health providers
Serious discipline requires an evaluation by mental health provider
Parent classes often address behavior issues but are not specifically linked to repeated suspensions.
Through outside agencies.
We have what is know as the Responsible Actions Program for students with serious discipline issues. Parents are required to participate.
This is a school by school decision.

10) Has your system attempted to mandate anything that would involve parents in conferencing, counseling, agency referral, truancy court, etc.?

10) Has your system attempted to mandate anything that would involve parents in conferencing, counseling,



Comment Responses:

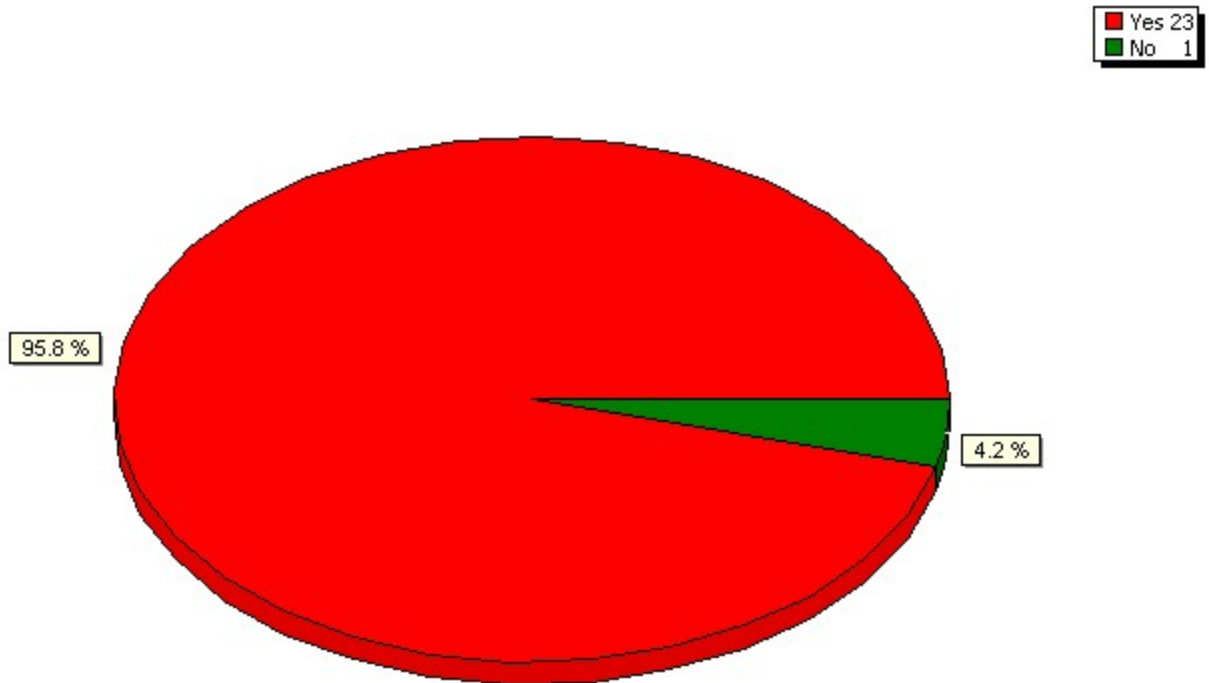
Parents of habitual truants are required to attend mediation conferences with PPWs prior to official charges.
We have put some things in place this year that will mandate parent involvement
truancy court , PPWs, PTeams
for attendance, parents must conference to address unlawful tardies, truancy court didn't work for us
Through Superintendent's hearing process
Field office conferences to review the incident; Truancy Review Board for >20% absent
Not to my knowledge. I have been in this position for 2 years. I don't know if they tried to do something prior to my arrival.

Only with violence assessments for Serious Threats or Violent Acts.
Follow up to suspensions; referrals to Health Department as a result of fights and drug offenses; mandatory participation in truancy court with family assessment and substance abuse screenings
Parents are required to participate in the process of identifying potential solutions during hearings for attendance and behavioral issues. Parents are also mandated to attend meetings at the S.A. office for chronic attendance.
Parent conferences will offer resources and telephone numbers, especially for MSAP referrals
We have partnered with DJS and DSS on truancy. With DJS we have a Diversion program in place that parents and student are invited to attend. If they do not attend after several invitations then we will proceed with court action.
Worcester County is a partner in the Truancy Court program for the lower shore counties.

- 11) Do your school-based administrators have any central office support, such as parent liaisons, pupil personnel workers, or social workers, to assist in school-family communication that pertains to issues around discipline/disciplinary actions?



11) Do your school-based administrators have any central office support, such as parent liaisons, pupil pe...



Comment Responses:

PPW's, Behavioral specialist/CASASTART workers in selected schools
P Team
All three mentioned above
We have pupil personnel workers in every school who provide support to students and parents with regards to discipline and disciplinary actions.

12) Name 3 ways you could better involve parents if multiple suspensions become a problem with a child.

#1	#2	#3
Required parent participation in a counseling program like our required drug program.	Parent shadowing programs as a requirement of reinstatement	Attendance code for illegal absence due to parent indifference.
Require schools to include parent participation in planning for interventions to help students with multiple suspensions.	Establish free parenting classes in partnership with local agencies.	Require parents to attend free parenting classes as established in #2 above.
Inviting them to participate in the SST process	Develop a BIP that incorporates home and school consequences	Invite parent to follow child through school day as an alternative to suspension
Provide family resources to help improve family relationships, parenting skills, and address needs that may need to be met.	Serve as partners with parents by making them feel welcome and a part of each school's family.	Encourage parents to get involved in their children's education by volunteering in the schools, attending meetings, and going on fieldtrips or attending extra-curricular activities with their children.
Parent conferences with pupil services	Mandate parents attend Teen Court with their child.	Parents can track the discipline of their child electronically by Parent Connect.
Use of PTeam process consistently in all school and PPWs for early intervention	ILP conferences to afford conversations about student learning and issues that may interfere with learning	Establishing and maintaining ongoing two way communication
Work with parents to find a mentor for the student or to	Create discipline plans that are	Support parents in seeking agency and community

get them involved more positively in the school	enforced and rewarded at home as well as at school	resources and following through with those resource referrals
Shift the system's orientation to greater emphasis on prevention and intervention and using suspension as a last resort - hopefully get better parent support of the school's efforts	Address acute onset of disciplinary problems by a thoughtful investigation of the root causes involving the parents in individual conferences and SST	Generally there is less parent support as discipline problems become more chronic. Mandatory conferences and referrals to the court and outside agencies are sometimes the only way to get the parent's attention and involvement.
Expand PBIS in schools	Let's see, we already do the home visitation, agency referral, parent meetings and plannings with a multitude of interventionists at different levels,	We empower parents to choose some consequences, use pointsheets, and more. These aren't recommendations the survey won't let me proceed without filling these blocks.
More family liaisons who can focus on working with the family. The suspensions are usually a symptom of a larger issue.	Administrators being available for conferences after the parents get off from work or early in the morning before work	Encourage parents to involve their child in our school based mental health program. The participation of the parent then becomes required.
MCPS currently has a central office team analyzing suspension trends/patterns and making recommendations in the areas of teaching/learning, student engagement, behavior development, and alternative responses.	Improved linkages to community resources and consideration of a CWIN (Children with Intensive Needs) referral for child/family services for students with repeated suspensions.	Improve training for new administrators in holding suspension conferences.
Get them in early of conferences	Have the SST look at the issues and have the PPW, psychologist and counselor work together with the family	Bring in outside agencies to assist with the family along with the school.
Continue to stress the importance of parent	Actually hold parents accountable via the	Require a parent conference for every suspension prior to

involvement through suspension conferences.	courts for chronic truancy (fines, community service, etc.)	the student's return to his/her home school.
do an assessment of causes of suspensions (home factors, physical issues, etc.) earlier in the process	do behavior intervention plan including home components earlier in the process	no 3rd recommendation
Getting them involved and providing them with support before their child receives multiple suspensions.	Making home visits on a regular basis to assist parents with identifying outside resources.	Holding more meetings in the community to educate parents relative to the discipline issues.
Mandatory meeting with parent to develop a support plan with linking to community resources.	Offer parenting classes and support groups with transportation and child care.	Offer parent summits with an array of workshops and resources, food and fun activities.
SST process	connection to community based agencies	alternative setting for student
Legislative changes in place that would provide sanctions for chronic truancy.	Financially support (on the state level) PBIS and other programs proven to be a benefit to school improvement in changing school climate.	Reduce legislative involvement in the regulation that effects day-to-day operation of the school system to include rules pertaining guardianship and residency.
Refer parents to family counseling	Refer parents to a parent center	Refer to a school psychologist or social worker
Earlier interventions utilizing the Student Services Team and the parent	Increased coordination and collaboration of services with other agencies to support identified student and family problems	Initiation of school administrator training to promote improved conferencing skills; Initiation of training for parents in conferencing skills and navigating the school system for increased communication and cooperation
Require the parent to attend school with the student.	Solicit parent support in mandating that a child participate in	Require that parents come to school and participate in the development of a behavior

	some sort of behavioral or counseling intervention as a condition of their return to school.	intervention plan.
Personnel to provide Saturday in-school suspension and required parent conference.	Personnel for individual case management, home visits and ongoing agency and parent contact with the student and family	Personnel to provide FBA's and BIP's, a weekly student review and parent conference which the parents and student would be required to attend.
Additional parent/student counseling if the resources were available.	Wrap around services for the family involving DSS and DJS and other community agencies.	
Tie students with multiple suspensions into DJS	Tie DSS into families with multiple suspensions	Make parents more responsible; require parents to document what actions or strategies they have taken/used to help solve the problem at home.

12.1) #1(Name 3 ways you could better involve parents if multiple suspensions become a problem with a child.)

Required parent participation in a counseling program like our required drug program.
Require schools to include parent participation in planning for interventions to help students with multiple suspensions.
Inviting them to participate in the SST process
Provide family resources to help improve family relationships, parenting skills, and address needs that may need to be met.
Parent conferences with pupil services
Use of PTeam process consistently in all school and PPWs for early intervention
Work with parents to find a mentor for the student or to get them involved more positively in the school

Shift the system's orientation to greater emphasis on prevention and intervention and using suspension as a last resort - hopefully get better parent support of the school's efforts
Expand PBIS in schools
More family liaisons who can focus on working with the family. The suspensions are usually a symptom of a larger issue.
MCPS currently has a central office team analyzing suspension trends/patterns and making recommendations in the areas of teaching/learning, student engagement, behavior development, and alternative responses.
Get them in early of conferences
Continue to stress the importance of parent involvement through suspension conferences.
do an assessment of causes of suspensions (home factors, physical issues, etc.) earlier in the process
Getting them involved and providing them with support before their child receives multiple suspensions.
Mandatory meeting with parent to develop a support plan with linking to community resources.
SST process
Legislative changes in place that would provide sanctions for chronic truancy.
Refer parents to family counseling
Earlier interventions utilizing the Student Services Team and the parent
Require the parent to attend school with the student.
Personnel to provide Saturday in-school suspension and required parent conference.
Additional parent/student counseling if the resources were available.
Tie students with multiple suspensions into DJS

12.2) #2(Name 3 ways you could better involve parents if multiple suspensions become a problem with a child.)

Parent shadowing programs as a requirement of reinstatement
Establish free parenting classes in partnership with local agencies.
Develop a BIP that incorporates home and school consequences
Serve as partners with parents by making them feel welcome and a part of each school's family.

Mandate parents attend Teen Court with their child.
ILP conferences to afford conversations about student learning and issues that may interfere with learning
Create discipline plans that are enforced and rewarded at home as well as at school
Address acute onset of disciplinary problems by a thoughtful investigation of the root causes involving the parents in individual conferences and SST
Let's see, we already do the home visitation, agency referral, parent meetings and plannings with a multitude of interventionists at different levels,
Administrators being available for conferences after the parents get off from work or early in the morning before work
Improved linkages to community resources and consideration of a CWIN (Children with Intensive Needs) referral for child/family services for students with repeated suspensions.
Have the SST look at the issues and have the PPW, psychologist and counselor work together with the family
Actually hold parents accountable via the courts for chronic truancy (fines, community service, etc.)
do behavior intervention plan including home components earlier in the process
Making home visits on a regular basis to assist parents with identifying outside resources.
Offer parenting classes and support groups with transportation and child care.
connection to community based agencies
Financially support (on the state level) PBIS and other programs proven to be a benefit to school improvement in changing school climate.
Refer parents to a parent center
Increased coordination and collaboration of services with other agencies to support identified student and family problems
Solicit parent support in mandating that a child participate in some sort of behavioral or counseling intervention as a condition of their return to school.
Personnel for individual case management, home visits and ongoing agency and parent contact with the student and family
Wrap around services for the family involving DSS and DJS and other community agencies.
Tie DSS into families with multiple suspensions

12.3) #3(Name 3 ways you could better involve parents if multiple suspensions become a problem with a child.)

Attendance code for illegal absence due to parent indifference.
Require parents to attend free parenting classes as established in #2 above.
Invite parent to follow child through school day as an alternative to suspension
Encourage parents to get involved in their children's education by volunteering in the schools, attending meetings, and going on fieldtrips or attending extra-curricular activities with their children.
Parents can track the discipline of their child electronically by Parent Connect.
Establishing and maintaining ongoing two way communication
Support parents in seeking agency and community resources and following through with those resource referrals
Generally there is less parent support as discipline problems become more chronic. Mandatory conferences and referrals to the court and outside agencies are sometimes the only way to get the parent's attention and involvement.
We empower parents to choose some consequences, use pointsheets, and more. These aren't recommendations the survey won't let me proceed without filling these blocks.
Encourage parents to involve their child in our school based mental health program. The participation of the parent then becomes required.
Improve training for new administrators in holding suspension conferences.
Bring in outside agencies to assist with the family along with the school.
Require a parent conference for every suspension prior to the student's return to his/her home school.
no 3rd recommendation
Holding more meetings in the community to educate parents relative to the discipline issues.
Offer parent summits with an array of workshops and resources, food and fun activities.
alternative setting for student
Reduce legislative involvement in the regulation that effects day-to-day operation of the school system to include rules pertaining guardianship and residency.
Refer to a school psychologist or social worker
Initiation of school administrator training to promote improved conferencing skills; Initiation of training for parents in conferencing skills and navigating the school system for increased communication and cooperation
Require that parents come to school and participate in the development of a behavior intervention plan.
Personnel to provide FBA's and BIP's,a weekly student review and parent

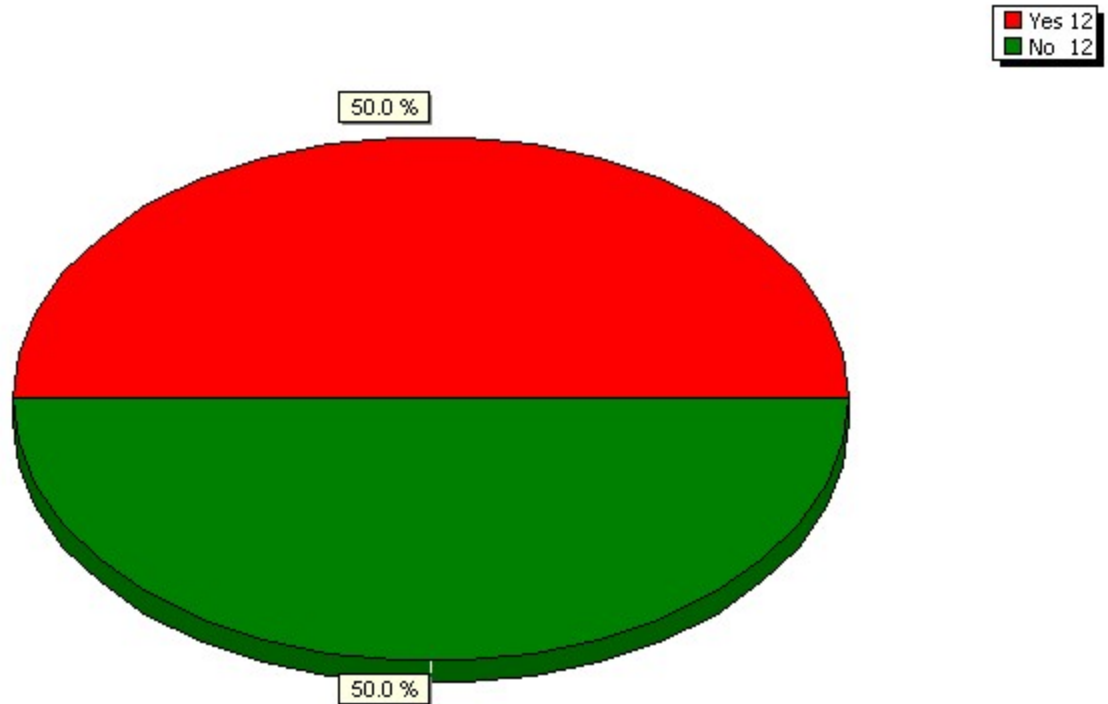


conference which the parents and student would be required to attend.

Make parents more responsible; require parents to document what actions or strategies they have taken/used to help solve the problem at home.

13) In schools that have PBIS programs, are parents involved on the school-level PBIS team?

**13) In schools that have PBIS programs, are parents involved on the school-level PBIS team?**

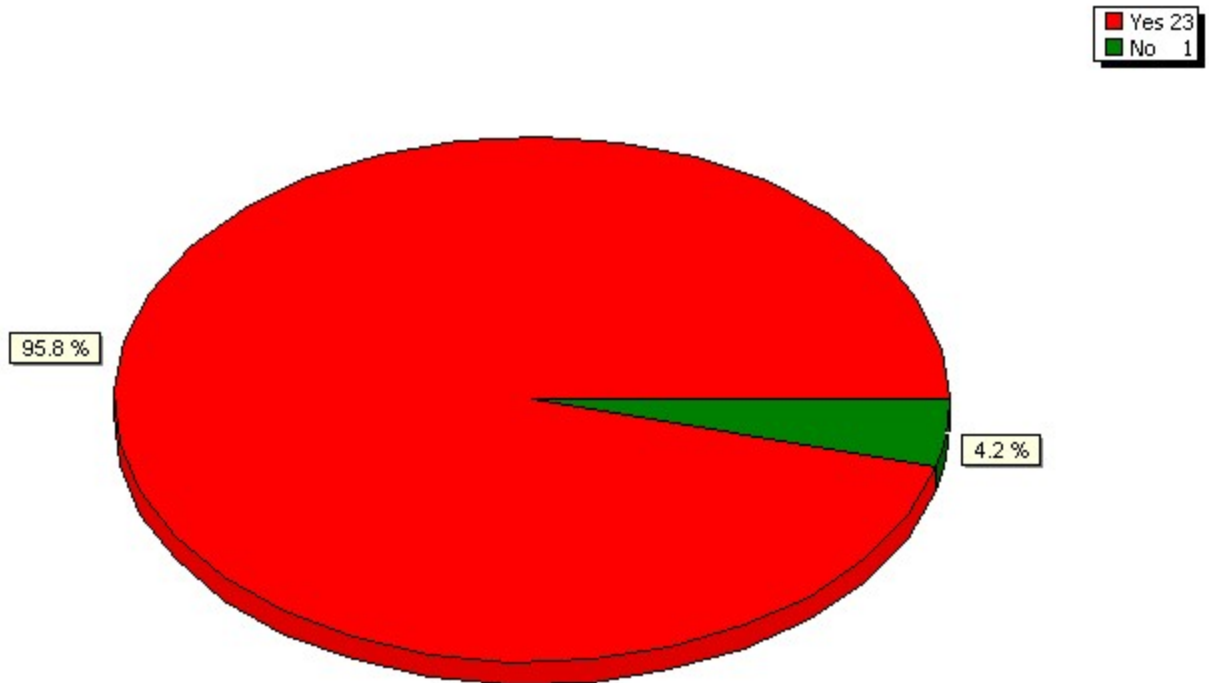


Comment Responses:

Parents are invited and encourage to serve on positive behavior planning committees in all schools.
However, parents are part of the celebration for positive behavior at several of our schools that have implemented PBIS.
Some yes some no
some yes and some no
Some school teams include parents; not all
Not at this point.
Recognize the need and are discussing the inclusion of parents, bus drivers and other community members
In some cases

14) Does your system require all schools to have a student support team (problem solving teams, pupil services teams, etc., NOT IEP teams)?

14) Does your system require all schools to have a student support team (problem solving teams, pupil serv...



Comment Responses:

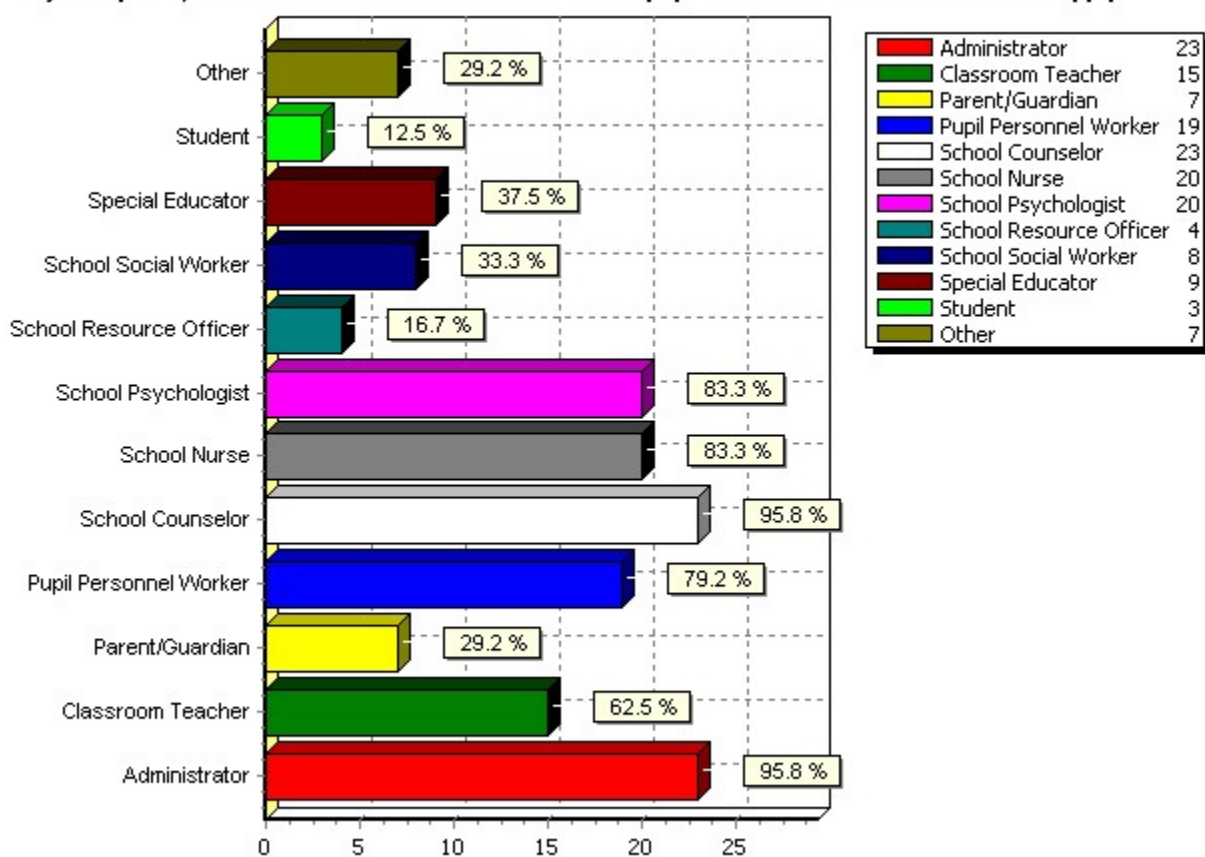
Secondary schools are required; elem schools are not.

PTeam, SST, SIT

Called Learning Support Teams

15) If required, what staff are full-time members of the pupil services team?  
Choose all that apply.

15) If required, what staff are full-time members of the pupil services team? Choose all that apply.



Other Responses:

Central office student support services staff as needed. Each team may not include all student support staff checked above. They serve as members of the

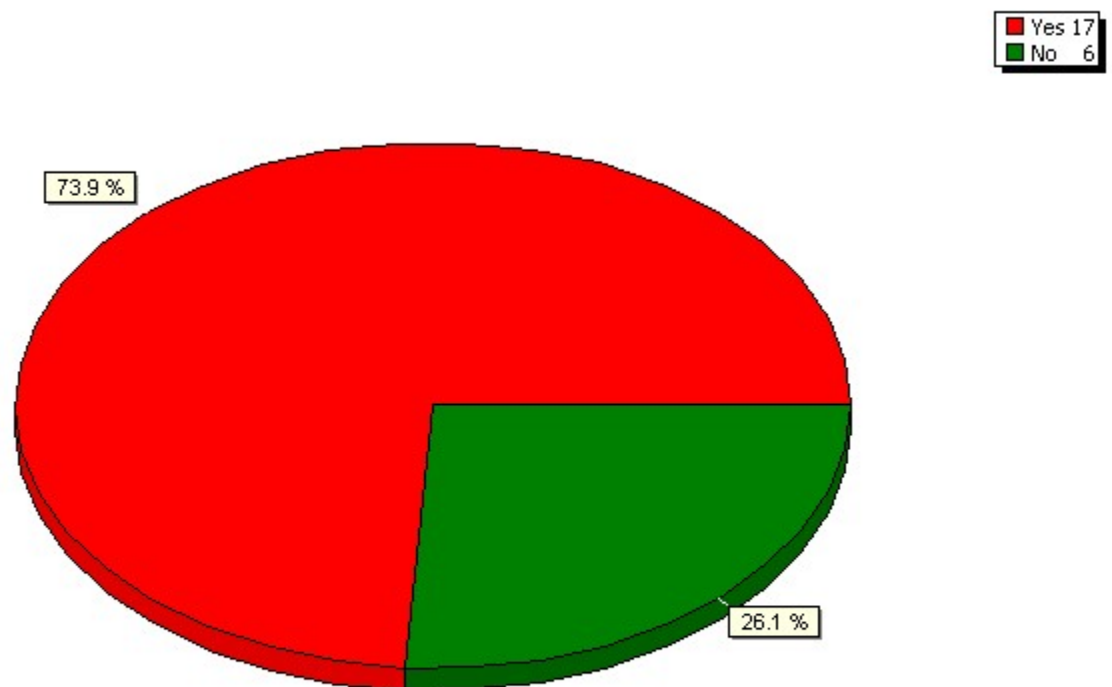
team as needed for specific students.
Teacher Specialist, Attendance Officer
Parents are notified and invited to attend, but participation is not mandatory. Students are usually included in any plan implementation phase.
Options workers, Upper Bay mental health workers
Crisis Intervention Assistant or Counselor
Parents of each student and the student involved are invited to attend the meetings.
various agency staff

Comment Responses:

SRO, Sp. Ed. are optional members as needed by the case. Parent and student are always invited by not required.
students on a case by case basis
Students are invited and encouraged at HS
These are the core team members, teachers, SRO's and parents are called in ad hoc
attendance clerk
Parent is invited but not required. Nurse and special educ. are part of team when appropriate. Student invited if age appropriate.
the effectiveness of these teams varies by school
PPW's generally have multiple schools, otherwise they are apart of the pupil services staff.
Check boxes do not allow us to fully explain the make-up of our student support teams.
Social workers only in some schools.
Teachers, students and other school staff are involved on a case by case basis

16) If required, is there a system in place by which students with greater than ten days absent as a result of suspensions are referred to a pupil/student services team?

16) If required, is there a system in place by which students with&nbsp;greater than ten days absent as a ...



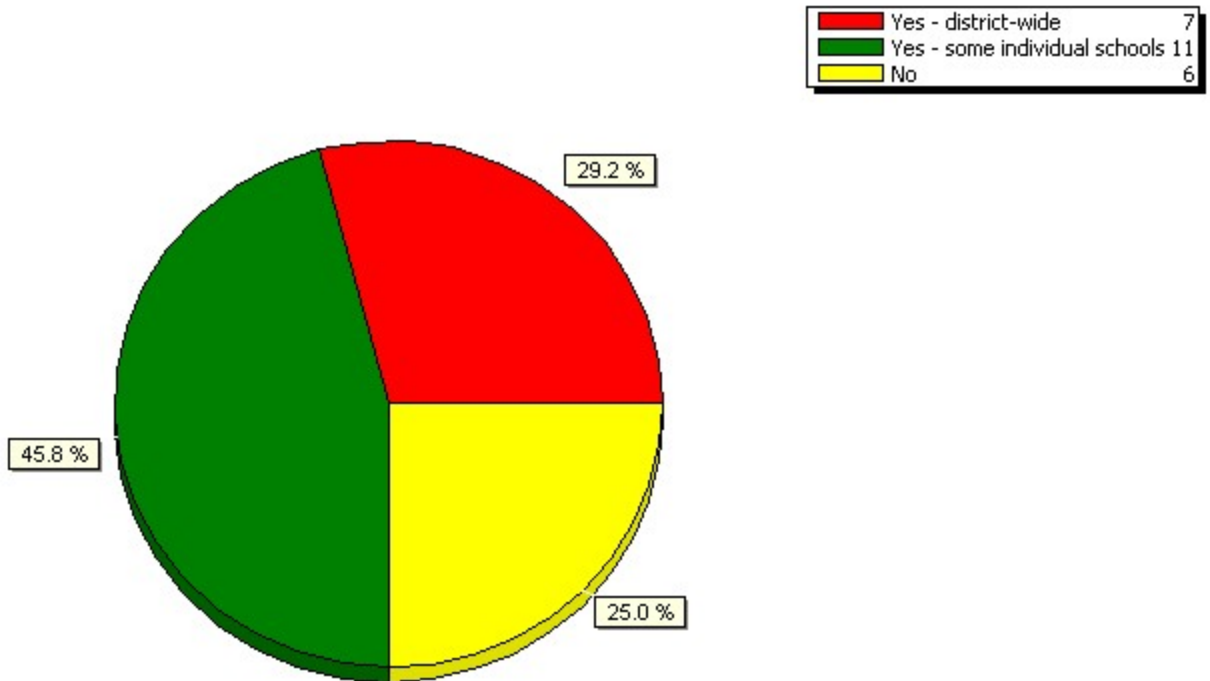
Comment Responses:

The PST system is there but the resources are lacking.
Schools are asked to consider a referral to SST.
Except for serious violations students being referred to the Superintendent must

have gone through the SST. IN addition, all referrals to the alternative school have to go through the SST.
All students with chronic discipline issues are referred, regardless of suspension.
We are piloting the Collaborative Decision-Making process, our response to intervention tool. We are moving to implement this process system-wide.
The Student Support Team would be following discipline problems and the students would be assigned to the case load of the Student Intervention Specailists
Also to Truancy Court

17) Do students who have greater than ten days absent as a result of suspensions receive case management?

17) Do students who have greater than ten days absent as a result of suspensions receive case management?



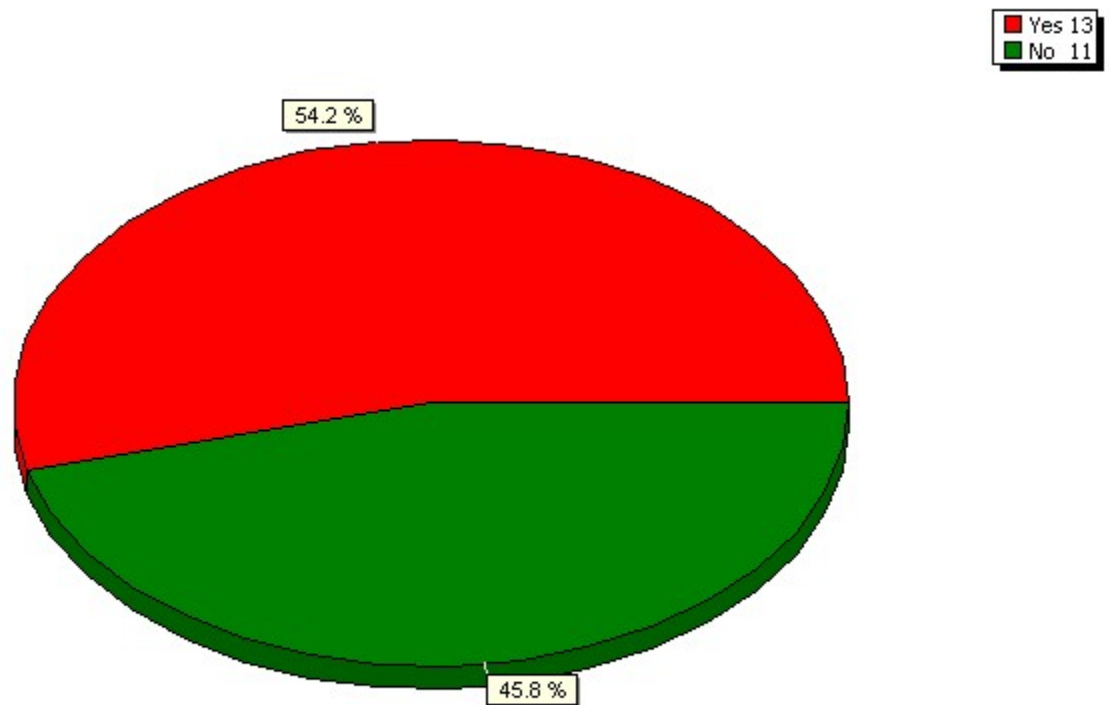
Comment Responses:

Only those students who are referred to district level suspensions and found guilty
Most often the PPW serves as the case manager.
Case management is being done on an individual but not systemic basis.
Most schools through SST case manager assignments if referred to SST.
FBA's and BIP's have been developed for these students
In elementary school we have Behavioral Specialists rather than Student Intervention Specialists
PPW or SS workers get involved with attendance issues



18) Do your schools currently have the staff and/or processes to case manage students who have multiple suspensions?

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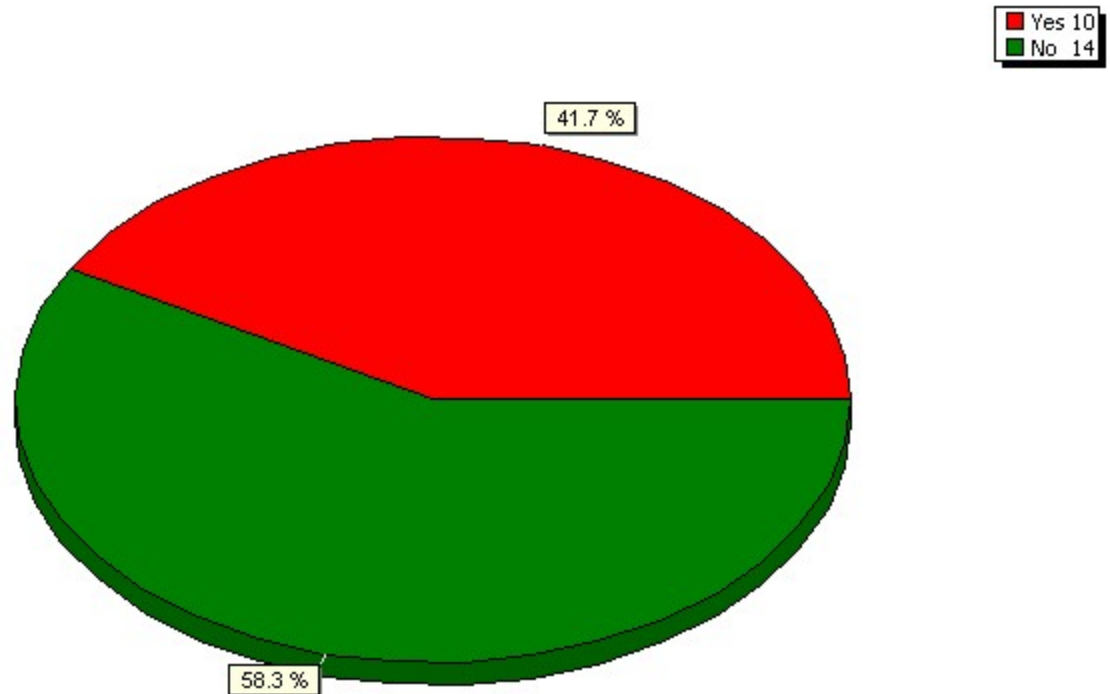


Comment Responses:

At the school level this may be more problematic. At the county level we do this already.
We have several different alternative programs to try to meet the diverse needs of all students.
school based PPWs and P Teams
That's why it is not universally done.
We have a process but not additional staff
We case manage all students with chronic discipline issues.
Space does not allow for adequate answers.
For specific cases - not all students
We use PPW's or SS Workers

- 19) Identify the number of students that your system has with greater than ten days absent as a result of suspensions. If schools were required to team and case manage all of these students, would all schools be able to implement this requirement?

19) Identify the number of students that your system has with greater than ten days absent as a



Comment Responses:

I believe that it would be possible but would cause push back from the schools.
Additional staffing would be required.
Not Based on size of schools for intensive case management
At several of our schools, this would be an enormous task requiring additional staff and resources.
More staff may not be the answer. case management in and of itself is marginally effective. We need funding opportunities for alternatives for suspension.
Some schools would but others would not have enough staff to implement effectively.
If it did not require a separate team from the current Student Services team at each school and we could continue to review these cases as we have been (not

require a separate meeting or personnel).
52
355 suspensions greater than 10 days for 07-08
Once again, this space is too restrictive to accurately answer this question.
It would be a challenge, but I think it is possible.

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